

Stoke Park Early Years Curriculum

At Stoke Park we strive to provide, through the quality teaching and delivery of the EYFS curriculum and by embedding the Characteristics of Effective Learning, a learning environment where our children have the very best learning experiences, opportunities and interactions that:

- Inspire them to learn the skills, knowledge and understanding they need to have highly successful, fulfilled childhoods and future adult lives
- Help them to become children who build trusting friendships; are strong in spirit (and are resilient); make wise personal choices; and have strength of character
- Provides the opportunity to be part of a thriving community that enriches childhood, celebrates success and encourages children to believe in their own potential.

We are determined to enable our children to achieve their very best outcomes and therefore our teachers will use their expert knowledge of the children to assess what the children know, monitor and make judgements on their progress, and use this information to plan next steps, taking into account the child's interests and disposition to learning. At Stoke Park Nursery and Primary we are committed to enabling all children to have the very best start to their educational journey in line with our school values: Be kind, Be proud and Strive to succeed.

What are we trying to achieve through our curriculum?

Our curriculum is designed to create curiosity and a love of learning and is broad and balanced, through two elements:

1. Learning based on themes, stories, songs and rhymes; WOW moments and experiences.
2. Teaching and learning based on our themes and children's interests.

Learning within the Early Years is play based, being an essential part of children's learning, and takes place indoors and outside. Children choose their play through high quality resources which have been carefully selected to ensure rich potential learning. There is a balance between child-initiated experiences and adult-led learning.

Our curriculum supports children to build, broaden and deepen their interests. Through support and scaffolding, every child can access the curriculum. We recognise that every child will progress and achieve at different rates, however all children will participate in the curriculum. Where children progress quickly, we will deepen their learning, applying the skill to another context or by supporting other children.

Our goals are:

1. To be a confident communicator
2. To be a fantastic reflective friend
3. To be an amazing athlete
4. To be a brilliant bookworm and wow writer
5. To be a master of maths
6. To be an exceptional explorer
7. To be an amazing creator

(see Appendix 2)

Our curriculum is implemented through;

- purposeful play, where we respond to each child's needs and interests, guiding their learning and development through warm and positive interactions
- topics interwoven into their purposeful play
- daily adult led literacy, maths and phonics inputs. The children will have opportunities to complete activities to apply knowledge and skills linked to these inputs and in reception they will complete adult guided activities.
- weekly PSED, Gym and drama sessions as well as weekly P.E in reception.

Overview and knowledge	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Characteristics of effective learning	<p>Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
Main theme	Magical Me!	1,2,3, off we go	Rhythm and rhyme	Nature detectives	Terrific tales	Amazing animals
Possible ideas/ lines of enquiry These ideas within the themes may change or be replaced depending on child interest or fascination	N - who am I? Where do I live? Who's in my family? People who help us in the community	N - Places we visit, ways to travel incl walking, bus, car, trains, aeroplanes, rockets/space	N - Exploring rhyme and rhythm, oral retelling of classic rhymes	N - what is a minibeast? new life, life cycles, keeping healthy	N - oral retelling of stories, inventing own stories, stories from around the world, cooking, plants/planting	N - Farm, wild, ocean animals Farm - animals and their offspring What do animals eat? Where do they live? How do we change? Animal welfare
	R - My family, my school, my environment, people around me, people who help us	R - modes of transport now and in the past - steam trains, local transport, exploring and travelling, maps rockets/space	R - Listening to new and old rhymes, creating own rhymes, oral retelling of new rhymes	R - Lifecycles, Minibeasts, Spring	R - inventing and innovating stories,	R - Farm, wild, ocean animals How animals grow and change, How we grow and change, where in the world do animals live? look at contrasting places, maps Animal welfare
Festivals, special occasions	Starting school Autumn Black History month	Bonfire night	Chinese New Year Mental Health week Safer internet day	Shrove Tuesday World book day Mother's Day	Eid Earth day 22.4	Summer Father's Day Refugee week

		Diwali (light festival) Remembrance day, Hanukkah Winter Christmas		Easter International Women's day Ramadan	Coronation of King Charles III Walk to school week	Transition events - to new classes/new schools
Enrichment experiences/ wow moments	Starting school Walking around whole school Living eggs - new life/new beginnings Visit from local police officer	Rocket /vehicle building with parents Visit to the local church Christmas craft with parents Christmas nativity	Early years sing-a long event with parents	Butterfly kit Frogspawn Wormery	Stoke Park forest- Local sculpture trail (N)	Early Years trip to farm/wild place Sports day Local walk
Enrichment passport opportunities	N - Watching eggs hatch into chicks	N - Make and sell cakes for charity Perform on stage Go on a bear hunt-sensory walk	N - Sing to an audience Post a letter	N - Watch a caterpillar evolve	N - Go on a sculpture trail	N - Participate in their first sports day Visit a zoo or farm
	R - Create a mural Visitor - doctor/somebody who helps us	R - Perform on stage Visit Westonbirt and go on a Gruffalo hunt	R - Fly a kite Cooking cakes/biscuits	R - Observe frogspawn change into a tadpole	R - Plant a seed and observe it growing	R - Have a picnic Visit a zoo or farm
Core book suggestions	Owl babies(N/R) Our house N So much (R)	We're going on a bear hunt (N) Whatever Next (R) Mr Gumpy's outing (N) Dig dig digging (R)	Nursery rhymes (N) Baa baa black sheep Humpty Dumpty Twinkle twinkle Incy Wincy Spider A great big Cuddle by Michael Rosen (R)	The very hungry caterpillar (N/R) The very busy spider(N) Tadpole and frog (non fiction)(R)	Gingerbread man N The little red hen N Jack and the beanstalk (R) The runaway Chappati (R) Bean Dairy N/F Rec	Dear Zoo (N) The pig in the pond (N) Handa's surprise (R) Somebody Swallowed Stanley(R)

<p>Reasons – text/author core vocab challenging vocab</p>	<p>Repetition New vocabulary Relationship to self, feelings, family relationships Simple structure Sing song rhythm of So Much Ignites talk about different cultures</p>	<p>Repetition New vocabulary Sense of adventure Scope for movement and language activities Rhyming structure developing imagination</p>	<p>Exploring rhythm and rhyme and syllables in words Development of speech New vocabulary Different genre of writing Rhyming strings Helps to hear sounds and syllables in words</p>	<p>Real experience Action books Repetition New vocabulary Decodable words Simple sentences</p>	<p>Repetition Discussion and moral story Links to the Spring/Summer season Decodable words and simple sentences</p>	<p>New vocabulary Repetitive structure Making links to prior knowledge - fruits/animals Ignites talk about different cultures</p>
<p>Link books Non-fiction and fiction</p>	<p>Lullabyehullabaloo My Mum and Dad make me laugh From head to toe My Mum and My Dad Funny Bones My hair All are welcome Family and Me Ten little fingers and 10 little toes Super Duper You Marvellous me</p>	<p>Bonfire Night Oi get off my train Mr Gumpy's motor car The way back home How to catch a star The runaway train We all go travelling by Naughty bus Rama and Sita The Jolly postman I am Emilia Arehart Little People, big dreams books</p>	<p>Each Peach Pear Plum Oi! Frog Oi! Cat Nursery rhymes/poems The fish who could wish Peepo Tanka tanka skunk Over in the meadow</p>	<p>What the ladybird heard The very busy spider Pancakes Pancakes The Giant Jam Sandwich The Bad Tempered Ladybird The Snail and the Whale Selection of non fiction books</p>	<p>Goldilocks and the 3 bears Jim and the beanstalk Enormous turnip Prince Cinders Too much talk Jasper's Beanstalk The Tiny Seed</p>	<p>Dear Zoo The crafty chameleon A balloon for Grandad Peace at last On my home Rainbow fish The fish that could wish Once there were giants The Snail and the Whale Non-fiction books</p>

Communication and language - underpins all seven areas of learning and development.

<p>Nursery knowledge</p>	<p>Know that listening to others one to one and in small groups is important and can demonstrate good listening Know that a story has repeated sections and</p>	<p>Know and demonstrate the prepositions - under, between, in, on, next to Know that a story can have repeated</p>	<p>Know how to listen to stories and rhymes with increasing attention Recall the words and actions to at least 2 familiar rhymes</p>	<p>Know to respond when my name is called and give my attention Link words together and use simple sentences to talk to a friend/adult</p>	<p>Recall a familiar story using simple repetitive phrases Responds to more complex instructions such as bring me the big ball from a selection of different balls</p>	<p>To recall and relive past experiences: I went to the farm and saw a pig. To retell an event in order; their school day or special event</p>
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	<p>characters that can be spoken about</p> <p>Know that a simple instruction needs responding to - get your coat on as it is raining.</p> <p>Know that it's ok to talk to others about wants and needs</p> <p>Know they can share information about new people we have met</p>	<p>sections and to join in with them</p> <p>Listen to directions and instructions and follow them</p> <p>Know a simple event is told in the correct order - I fell over. Hurt my knee.</p> <p>Know the questions starters - what and where to find out about journeys</p>	<p>Talk about what happens in their favourite rhyme</p> <p>Explain why the spider got washed away</p> <p>Know that they can use 'and' 'because' when explaining e.g. I like apples AND pears. I like apples because they're juicy</p>	<p>Retell a simple story using actions and words</p> <p>Understand and sometimes respond in sentences to what, why, who questions</p> <p>Understand and use the vocabulary forwards, backwards and sideways</p>	<p>Knows to use talk or gestures to indicate what might happen next</p> <p>Knows to use talk or gestures to say what is happening</p>	<p>To be able to give facts learnt about animals</p> <p>To focus their attention to the people talking</p>
Key vocabulary	Talk, say, look, listen, tell, copy, why, who					
Reception knowledge	<p>Know that listening to others is important</p> <p>Know new vocabulary and use it in their everyday talk</p> <p>Name objects and tools in the classroom - pens, scissors, glue, paint brushes, play dough</p> <p>A multi-step instruction is to be done in order e.g. 1st put on coats, then zip them up, after that we go out to play</p>	<p>Know how to make comments about what they have heard.</p> <p>Ask simple questions using what and where</p> <p>Know they can talk to their friends when playing to get involvement/reactions</p> <p>Know the new vocabulary related to the topic and use in their play</p> <p>Know and talk about influential figures -</p>	<p>Know they need to look at and listen to the person talking to them</p> <p>Know and explain STAR - sit, track, attend and respond -to be able to attend to adult led activities</p> <p>Know they can use stories they have heard in their own play - retelling/acting them out</p> <p>Explain what happened during their lunchtime</p>	<p>Know how to put my thoughts and ideas into sentences to share with others</p> <p>Know and use the vocabulary - first, next, then, finally to order an event</p> <p>Know how to listen to and respond to a friend in conversation</p> <p>Use and respond in sentences to questions starting with - who, what,</p>	<p>Retells a story using exact repetition and some in their own words</p> <p>Listens to longer stories and is beginning to explain what is read to them, answering questions</p> <p>Usually speaks using the correct tense</p> <p>Beginning to use the conjunctions 'like' 'but' 'so'</p>	<p>To listen to others and respond appropriately</p> <p>To use talk to explain what happens or to anticipate what might happen</p> <p>Respond to comments from others using full sentences of 8 or more words, e.g." I made a pig with a round nose and a curly tail."</p>

	Retell an event (from a story/own experience) in the past in order e.g. describe what they did at the weekend	Guy Fawkes and George Stevenson	e.g. I went out to play. I ate fish fingers. To know and recite 2 new poems	why, where, when and how Use simple conjunctions, 'because' 'and' Retell a story with exact repetition	Talks to a peer or adult about their favourite topic or toy	To use new vocabulary in the right context To have longer conversations listening and responding to others To share their own ideas with others
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Key vocabulary Explain, describe, question, answer -who, what, where, when how questions

Personal, Social and Emotional - see also separate whole school behaviour and safeguarding curriculum plans

Discrete PSED lessons	Jigsaw lessons (N&R) Being Me in my world Make relationships with staff and children in the class. Understand the boundaries within the classroom and become familiar with our behaviour policy through modelled behaviour. Get children familiar with the environment.	Celebrating difference Children will learn all about a range of feelings and emotions during circle time. Children will also learn about sharing, being put into small groups to teach and model this. Big emphasis on tidy up time - use the song to encourage this.	Dreams and Goals Children to understand and accept the need of others through the use of group sharing activities and listening games	Healthy Me Taking responsibility for looking after their own possessions. Be independent in their toileting needs	Relationships Children to recount their experiences to each other, listening and responding appropriately.	Changing me & transitions Changes - transition into new setting Prepare children: visit new classes/stay and play/meet new teacher. Children to share feelings about the transition and to talk about these throughout.
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Nursery knowledge	Model what makes a good friend - kind, good listener, sharing and taking turns Name at least 5 friends in the class Know some classroom rules - follow and understand 1,2,3 rules, begin to follow and	Know what they like doing now and talk about what they would like to be when they grow up Know that if they are a 'Keep it up captain' (persevere) they can achieve their goal in a class activity	Know and understand the words happy, sad, angry, calm and use them to describe their own and others feelings Know what to do when they feel angry, upset, frustrated
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	<p>understand STAR, fantastic walking and fantastic listening rules</p> <p>Know the school environment rules - walking quietly, kind hands and feet, listen to others</p> <p>Know and follow through that they must wash and dry their hands after toileting and before eating</p> <p>Begin to know how to keep themselves safe - PANTS lesson</p> <p>Use the words happy, sad, cross to explain own and others feelings</p> <p>Know that we are all different and that's ok</p> <p>Know I can use the 3 minute timer to take turns with my friends</p> <p>Know that they can play alone, with others and alongside others</p> <p>Know how to invite a friend to play</p>	<p>Begin to know how to keep themselves safe - PANTS lesson</p> <p>Know how to look after the classroom environment. Explain why we need to look after the toys in class</p> <p>Know how to put on their coat using the floor method - jump by hood and arms in then over head</p> <p>Know they can ask an adult for help</p> <p>To name at least 3 healthy foods</p> <p>Know how to clean their teeth and why</p>	<p>Knows how to play with one or more in group activities by extending play</p> <p>Knows what to do if someone won't share/take turns.</p> <p>Know how to tidy up after themselves and keep the classroom safe for learning</p> <p>Know that it is okay to feel worried about changes</p> <p>Show confidence in meeting new people and going into new situations</p> <p>Use the toilet and wash hands independently</p> <p>Know how to look after their own things to keep them clean and safe</p> <p>Blows their nose and disposes of the tissue and sanitising</p> <p>To explain to others how to care for animals and living things</p>
Key vocabulary	Feelings, happy, sad, angry, excited, share, take turns, wash, healthy, clean		
Reception knowledge	<p>Explain what makes a good friend - kind, good at sharing, taking turns, kind hands, good listener</p> <p>Explain the classroom rules Know and understand STAR, 123, Fantastic walking and Fantastic listening</p> <p>Know the names of most of their class peers</p>	<p>Talk about their work to others and know they can be proud of their achievements</p> <p>Talk about what they want to be when they grow up</p> <p>Know they can set themselves a goal in class and persevere to achieve it</p>	<p>Can describe what to do if they feel upset, cross, tired or frustrated.</p> <p>Knows how to respond appropriately to the feelings of others</p> <p>Knows how to talk about their feelings to others using age appropriate vocabulary</p>

	<p>Know how to put on shoes and socks</p> <p>Know how to take off/put on jumper and coat</p> <p>Know the sequence for washing and drying hands</p> <p>Know how to keep themselves safe - PANTS lesson</p> <p>Know how to recognise the feelings of others and describe how they feel using the words happy, excited, sad, scared, cross, and worried</p> <p>Know what a friend is and describe what makes a good friend</p> <p>Know what to do if someone is unkind to me.</p>	<p>When challenged with a task know they can persist and achieve</p> <p>Know and explain right from wrong and know they should be making the right choices</p> <p>Talk about healthy and unhealthy food - naming at least 3 of each</p> <p>Knows why we need to sleep, eat, exercise and can explain why</p> <p>Talk about how to keep their teeth healthy and why they need to brush their teeth</p> <p>Know how to independently access the snack bar when hungry and drink station when thirsty - be aware of their needs</p> <p>Know that if they listen, share, take turns and explain they can keep play going</p> <p>Name 3 adults in school they can turn to for help</p>	<p>Knows what they like and dislike and can talk about these things with confidence</p> <p>Knows what the school rules are and can help a friend when needed</p> <p>Knows how to extend play with others</p> <p>Knows what stranger danger is and can talk about how to keep themselves safe</p> <p>Knows what to do to manage conflict through holding back, talking it through and/or negotiation/compromise</p> <p>Independently cares for themselves at school - Can use a knife and fork, toileting needs, dressing and undressing, putting on shoes and socks</p>
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Key vocabulary	Emotions, fair, frustrated, worried, confused, upset, try, challenge, germs, exercise, unhealthy
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Physical development - P.E is taught discretely in Reception using Real P.E, Gymnastics is taught discretely in Rec and Nurs

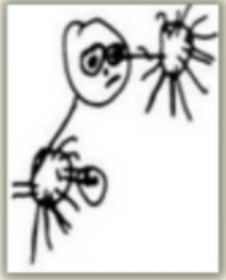

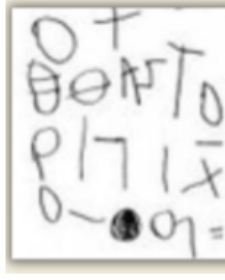
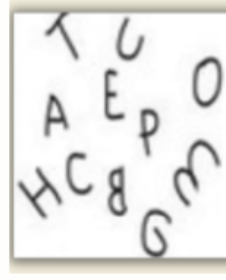
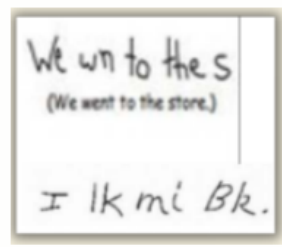


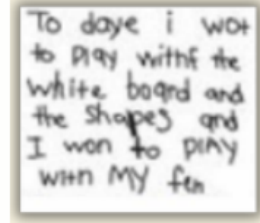
Nursery knowledge	<p>Holds scissors to open and close them to snip</p> <p>Begin to know how to jump 2 feet to 2 feet</p>	<p>Hold scissors in one hands and makes snips in paper independently</p> <p>Ride a tricycle</p>	<p>Begins to cut in a straight line holding the paper</p> <p>Know how to use body weight to begin to balance on 1 foot</p>	<p>Use scissors to cut small strips of paper holding scissors with a 'thumbs up' position</p> <p>Begin to balance on 1 foot</p>	<p>Cuts along a straight line (relatively close) using scissors</p> <p>Know what tools I need for what I need to do</p>	<p>Holds scissors with a controlled grip to cut wavy lines (relatively close)</p> <p>To run along a track staying relatively close within 2 lines</p>
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	<p>Know that I should not run into my friends (spatial awareness)</p> <p>How to use school tweezers and spray bottles</p> <p>Use a fork to eat with</p> <p>Ride a tricycle pushed by a friend</p> <p>Know how to use their arms and legs to crawl through a tunnel</p> <p>Know how to unzip coat and put on wellington boots</p>	<p>Walk along a plank outside balancing with adult support</p> <p>Use pipettes to squeeze water up and out</p> <p>Knows how to hold and use musical instruments, jugs, hammers and mark making tools.</p> <p>Begin to know how to put on their coat using the floor model</p> <p>Know how to tell an adult they are hungry or tired.</p>	<p>Know how to run without bumping into others</p> <p>Climb the ladder on the hill unaided</p> <p>Know how to handle scissors and other tools independently and safely in the Nursery</p> <p>Know 3 main gymnastic shapes - tuck, straddle and pike</p> <p>Begin to balance on the beam - with adult support if needed</p> <p>Jump off apparatus with adult support</p>	<p>Know how to grasp and release a large ball</p> <p>Know how to thread beads on a string</p> <p>Knows how to trace simple shapes</p> <p>Begins to use alternate feet to climb steps</p> <p>Know how to change my movements for a game e.g. run to play chase</p> <p>Walk confidently along different lines - straight, zig zag, curved</p>	<p>Choose the movement I need to cross a plank safely e.g. crawl, run, walk</p> <p>Begin to trace the first letter and then more letters in my name</p> <p>Rides a 3 wheeled back by pushing the pedals down and forwards to move it</p> <p>Knows how to walk along a bench independently by balancing their body</p> <p>Develops a comfortable and good grip using a short drawing tool</p>	<p>To throw a ball underarm or overarm</p> <p>Rides a balance bike occasionally lifting their feet</p> <p>To stand on one leg holding a pose</p> <p>Starts to eat independently with a knife and fork</p> <p>Uses a comfortable grip with good control when using drawing tools</p> <p>Uses their thumb and 2 fingers to pick up very small objects/sequins</p>
Key vocabulary	Walk, climb, run, ride, jump, throw, pinch					
Reception knowledge	<p>Cuts along a straight line with a controlled grip of the scissors</p> <p>Control run, hop, climb, crawl, jump, walk being aware of space around</p> <p>Trace using templates</p>	<p>Knows how to cut along a curved line (relatively close)</p> <p>Know how to crawl, slither, balance, hop, climb, skip and roll.</p> <p>Know which hand I use for writing</p>	<p>Know how to cut out circles and other shapes</p> <p>Know how to throw, roll, receive and attempt to catch a large ball</p>	<p>Cuts out spiral shapes</p> <p>Choose their own resources to create a minibeast with increasing control of the tools selected</p>	<p>Uses scissors with a growing confidence</p> <p>Can dribble a ball in and out of cones</p> <p>Can throw a ball/bean bag at a target</p>	<p>Uses scissors with precision to cut along lines and cut shapes</p> <p>Control their bodies to move in and out of obstacles successfully without knocking them down</p>

	<p>Use a knife and fork to eat my food</p> <p>Ride a tricycle around a course</p> <p>Use small tools - scissors to cut forward, tweezers, pipettes,</p> <p>Uses a writing tool developing control with a tripod grip</p>	<p>Knows how to hold a pencil with a tripod grip</p> <p>Know the routine for going to the toilet and being independent</p> <p>Sit at a table with control</p>	<p>Know how to control their body to balance on a balance bike</p> <p>Know how to control their fingers to complete fine motor control activities - threading, balancing marbles on pegs, balance small blocks without them falling over</p> <p>Know how to use my arms to help me balance on a beam</p> <p>Demonstrate and control 3 main gymnastic shapes - pike, straddle and tuck</p> <p>Balance on the bench whilst walking</p> <p>Jump with 2 feet together</p> <p>Begin to know how to jump off apparatus safely</p>	<p>Knows how to control a ball by throwing and catching a large ball to a friend</p> <p>Attempts to aim at a specific target with a bean bag/ball</p> <p>Starts to show a preference for a dominant hand</p> <p>Continue to confidently use their fine motor skills</p> <p>Balance on one foot for 3 seconds</p> <p>To sit in tuck and rock onto their backs without adult support - working towards a rock and roll</p> <p>A forward roll with support down a springboard</p>	<p>Climbs apparatus going up, forwards, over and coming down backwards</p> <p>Has control when using their writing tool to correctly form the ascenders and descenders</p> <p>Uses a knife and fork with control to feed themselves</p>	<p>Can dribble a ball in and out of targets</p> <p>Can balance using different parts of their body</p> <p>Holds a writing tool effectively to begin to write fluently</p>
<p>Key vocabulary</p>	<p>Balance, grip, catch, bounce, roll, high/low, hop</p>					

Literacy						
Nursery knowledge	<p>How to make different marks using a range of resources</p> <p>How to imitate shapes and symbols from L-R I – O +</p> <p>How to listen to a story, poem, songs</p> <p>How to join in with repetitive phrases and missing words from familiar stories and rhymes</p> <p>How to enjoy looking at books independently by turning pages L-R, holding the book the right way up.</p>		<p>How to make marks and identify them</p> <p>How to draw their faces with identifiable features</p> <p>How to order a story using visuals and begin to retell a story in order.</p> <p>That print and illustrations carry meaning in the environment</p> <p>How to answer the question - what will happen next - and predict</p> <p>Recall and retell at least 2 familiar rhymes</p> <p>Know a favourite book and ask an adult to read to them</p> <p>Talk about the pictures in a book</p>		<p>Their marks have meaning and can talk about them</p> <p>How to draw themselves with limbs and torsos</p> <p>How to write some letters in their name</p> <p>the 5 key concepts of print - author, illustrator, front/back cover, spine and page turning L-R</p> <p>How to retell a familiar story using actions and key repetitive phrases</p> <p>How to tell their own stories by looking at books or making one up</p> <p>A story has characters and settings that stories have a sequence - beginning, middle and end.</p> <p>Find my name card and use it to copy letter like shapes</p>	
Key vocabulary	Book, page, front/back cover, author, song, rhyme, turn, draw, sounds					
Nursery Phonics - use unlocking letters and sounds Phase 1	<p>Phase 1 - aspect 1</p> <p>will be able to identify and listen for environmental sounds and name the sound of</p> <p>-plane, car, phone, pig, -keys, crisps, bells</p>	<p>Phase 1 - aspect 2/3</p> <p>-will be able to identify and match sound makers/instruments</p> <p>-the difference between loud/quiet, fast/slow</p>	<p>Phase 1 - aspect 4</p> <p>Rhythm and rhyme</p> <p>-some will be able to recognise spoken words that rhyme</p> <p>-know that words have syllables and clap at least up to 3 syllables</p>	<p>Phase 1 - aspect 5</p> <p>-begin to hear the 1st sound in a word</p> <p>-know and say the 1st sound in their name</p>	<p>Phase 1 - aspect 6</p> <p>-know that we have different voice sounds</p> <p>-know that words have different sound c-a-t, d-o-g</p>	<p>Phase 1 - Recap and aspect 7 Oral</p> <p>Segmenting and blending</p> <p>-will begin to segment and blend simple CVC words orally</p> <p>-will begin to hear and say the initial sounds in words</p>
Reception children will know...	<p>That words can be written</p> <p>That their marks have meaning and they can talk about them</p> <p>To begin to use graphemes to write initial sounds</p> <p>How to write the taught letters</p> <p>To draw a story map with marks they can talk about and are meaningful</p>		<p>Know to use letters for initial sounds</p> <p>How to segment sounds in simple words to begin to write simple sentences, captions, labels, speech bubbles, lists</p> <p>How to draw a story map and add words that can be read back</p> <p>How to form 50% of the alphabet correctly</p>		<p>How to write a simple sentence that they can read back for a range of purposes</p> <p>How to form most letters of the alphabet correctly</p> <p>How to create their own stories with illustrations</p>	

	<p>How to write their name using recognisable letters</p> <p>That a book can be enjoyed</p> <p>How to retell a familiar story using actions and key phrases. To answer questions - who is in the story, what happened at the beginning, the middle and the end.</p> <p>How to answer the question - what do you think will happen?</p> <p>That letters have meaning and are beginning to read them/say the sounds</p> <p>How to say and hear the initial sounds in words to know the 5 concepts of print</p>	<p>Write from left to right, top to bottom to retell through actions and key phrases and change elements of a familiar story e.g. the characters, the setting, the ending</p> <p>That information can be retrieved from books and digital devices</p> <p>How to recognise and read familiar words e.g. mummy, daddy, siblings names</p> <p>Compose a sentence in their head and hold it for memory to then write it</p> <p>How to answer simple questions about what they have heard and read.</p> <p>Say and write a simple rhyming string - cat, hat, bat</p>	<p>What a setting is and use taught language to describe it.</p> <p>How to identify the main character and use taught adjective to describe their characteristics</p> <p>How to use and understand why, what, where, when, how and who questions</p> <p>How to answer simple comprehension questions as well as using new vocabulary during discussions.</p>		
Key vocabulary	Illustrator, fiction, non-fiction, information, facts, write, sentence, question, phoneme, grapheme, digraph, polysyllabic word, common exception word				
<p>Reception Phonics - use unlocking letters and sounds phase 2 - 4 See appendix 1</p>	<p>Phase 2</p> <p>Phase 2 CEWs for reading - to read 'the to I no go into'</p>	<p>Phase 2 and phase 3</p> <p>Phase 2 CEWs for writing</p> <p>Phase 3 CEWs for reading</p>	<p>Phase 3 Phonics Mastery</p> <p>Phase 2 CEWs for writing</p> <p>Phase 3 CEWs for reading</p>	<p>Phase 3 Phonics Mastery</p> <p>Phase 3 CEWs for writing</p>	<p>Phase 4 Phonics</p> <p>Phase 4 CEWs for Reading</p> <p>Phase 4 Phonics Mastery (with phase 3 and polysyllabic words)</p> <p>Phase 3 CEWs for writing</p> <p>Phase 4 CEWs for reading</p>

	Pre-writing			Letter strings		
	Pictures	Random scribble	Scribble writing	Symbols	Random letters	Letter strings
Typical writing progression	<p>Picture tells a story to convey message</p> 	<p>Starting point at any point of paper.</p> 	<p>Progression is from left to right.</p> 	<p>Symbols that represent letters.</p> 	<p>Letters have no relationship.</p> 	<p>Letter strings move from L to R and move down the page.</p> 
	Environmental print	Letter name stage	Early developmental spelling	Syllables represented	Inventive spelling	Transitional spelling
	<p>Awareness of print, copied from surroundings.</p> 	<p>Beginning and ending letters are used to represent words.</p> 	<p>Vowel sounds appear. Evidence of common exception words.</p> 	<p>A child hears beginning, middle and end sounds.</p> 	<p>Whole sentence writing develops, spaces in between words.</p> 	<p>Multiple related sentences with many words spelled correctly, punctuation evident.</p> 

Mathematics

<p>Nursery overview</p>	<p>Recognising and naming colours Sorting by different attributes</p>	<p>Exploring and understanding number 1, 2 Counting principles AB patterns</p>	<p>Exploring and understanding number 3, 4, 5</p>	<p>Exploring and understanding 6 Comparing height and length Capacity – full, half full and empty Weight – heavy and light</p>	<p>Properties of shape More/fewer One more/one less</p>	<p>Ordering - what comes first/next? Positional and directional language Composition of number Consolidation</p>
<p>Nursery knowledge</p>	<p>Know at least the colours red, blue, yellow, white and black That not all colours match Recognise when things are the same or different e.g. these are blue and these are pink sort a set of animals into e.g. elephants and lions</p>	<p>To quickly recognise groups of up to 2 objects without counting (subitise). That each object should only be counted once Make marks to represent numerals recognise the numerals 1 and 2 To say the number names in order when counting objects Use the words spotty and stripey to describe patterns Copy a simple pattern red, blue, red, blue</p>	<p>Begin to quickly recognise groups of up to 3, 4, 5 objects without counting (subitise). That each object should only be counted once Make marks to represent numerals recognise the numerals 3, 4, 5 Can show 'finger numbers' up to 5 To say the number names in order when counting objects up to 5</p>	<p>To quickly recognise groups of up to 6 objects without counting (subitise) That the last number said represents the total number of objects Recognise the numeral 6 Make marks to represent the numeral 6 Use the words big and small to compare objects Use the words long, short and tall Begin to use the words longer, taller, shorter than Use and understand the words heavy and light</p>	<p>Use the words straight, curved, round and flat to describe shape That some shapes are good for building and some are not Use the words same and more to compare apples with a friend To use the words more and fewer to compare quantities</p>	<p>Begin to use the words first, next and last to talk about my day Use and understand the words under, on, in, behind, forwards, backwards and sideways, next to, beside To find different ways to make 3 and 4</p>

				Use and understand the words full, empty and half full		
Key vocabulary	Sort, match, same, different, number, pattern, subitise, full, empty, half full, count, tall, short, long, more, fewer, circle, triangle, square, 5 frame, compare, heavy, light, add, take away, altogether makes					
Reception overview - from Number Sense Scheme	Matching/sorting Spatial reasoning Use of construction and 3D shapes Subitising 1-5 Using 10 frames 2D shapes and shape puzzles. Counting to 10 Measure- capacity and height, time (of the day)	Pattern Subitising 6-10 Counting up to 10 items Counting to 20 Spatial reasoning Symmetry including shape puzzles and construction. Partitioning 2,3,4,5 and 10 and number bonds for these numbers. Measure	Building numbers beyond 20 Counting patterns Beyond 10 Spatial reasoning match, rotate, manipulate First, then now Adding more Taking away Spatial reasoning Compose and decompose Doubling, sharing, grouping Odd and even numbers Spatial reasoning Patterns and relationships Spatial reasoning -mapping			
Reception knowledge	Describe HOW a group has been sorted e.g. into colour, animals, toys Say the numbers to 10 in order To say when they have the same, fewer or more and use the words to compare Create a simple AB pattern and talk about To subitise 3 To count accurately up to 3 objects in order Write the numerals 1- 5 Know that the numbers 1-5 can be represented in different ways Know the composition of 1,2,3 Know and recognise that triangles have 3 sides, circles 1 side and some shapes have 4 sides Be able to explore and talk about different shapes	Know the composition of numbers up to 10 Represent , compare and formation of the numbers to 10 Automatic recall number bonds 0-10 Know the patterns in odd and even numbers Identify smaller numbers within a larger number Compare the weight and capacity of up to 3 items Compare the length and height of up to 3 items Know which group of things has more or less Know which group has more and reason why they would want more (sweets!) Explore the 1 minute timer and find out what you can do in 1 minute	Know how to partition numbers up to 5 and then 10 Know the composition of 6, 7, 8, 9, Know the patterns in odd and even numbers Know the doubles to 10 To notice patterns in number	Comparing numbers to 10 Compare the weight and capacity of up to 3 items Compare the length and height of up to 3 items Know the properties and construction of 3D shapes		

	<p>Know the number that is 1 more or 1 less than a number up to 10</p> <p>To know and use the words morning, afternoon, evening, day and night</p> <p>Know and use the words heavy/ier, light/er, full, half full, empty and compare 2 objects</p>	<p>Know the vocab 'before, after, next' to unscramble the visual timetable</p>		
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Key vocabulary	<p>One more, one less, fewer, repeating pattern, numicon, equal, same, ten frame, combine, altogether, part, whole, part, cone, cylinder, sphere, pyramid, cube, cuboid, pair, ordering, comparing, composition, rotate, adding, take away, double, even, odd, sharing, grouping,</p>
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Understanding the world - the way children talk about and observe the world around them; noticing things, asking questions

Nursery knowledge	Name the people in my family	Name/recognise the vehicles - car, aeroplane, bus, bicycle, train, hovercraft	Talk about what they did before school and what they are doing now.	Know and identify the names of 6 minibeasts - snail, spider, butterfly, caterpillar, worm, woodlice	Knows that plants need water, sun and food	To name and comment on pictures of 3 farm animals and 3 wild animals
	Know and use the words head, shoulders, leg, arm, knees and toes, eyes, nose and mouth	Know that 'old fashioned' cars and trains are different to today	Extend to what they may want to do after school	Know where minibeasts can be found	Knows that plants need to be cared for to grow	To name 2 things a farmer does to care for his animals
	Name my teachers	Name the vehicles they have travelled in/on	Listen to the story of Chinese New Year. Talk about their own celebrations.	Know that some animals do not look like their babies - caterpillar and butterfly/frog and tadpole	Know that crisps come from potatoes	To notice and talk about the difference between the area they live in and a farm.
	Name the school I attend	Maps help us when we go on a journey	Know and recognise wood and metal	Know how they have changed from a baby to now	Begins to look at maps to notice real objects	Can name 2 things they can do now that they couldn't when they started in Nursery
	Know that there are different classes in the school	Know that ice melts when heat is applied to it	Know that a magnet is attracted to certain metals but not wood	Use their sense of touch, sight and hearing to talk about what's outside - what	Know what farmers do and name 4 things they grow	To know that they need a hat, sun cream and stay in
	Know the words sunny, cloudy, rainy and windy and recognise the weather	Know that the oven makes a cake rise and edible			Know that milk comes from cows, bread from wheat, eggs from chickens, meat from animals	
	Name 4 people who help us - police officer,				Learn about the EID and say what is the same or	

	<p>fire fighter, doctor, teacher</p> <p>Name the clothes needed to wear in the cold and hot weather</p>	<p>To talk about different celebrations they have or others have</p> <p>Listen to the Christmas story and know Christians celebrate Christmas</p> <p>Talk about their own birthday</p> <p>Know that Diwali is the festival of light</p> <p>Begin to know who we remember on remembrance day</p>	<p>can you see, hear and touch?</p> <p>Select colours and pen size on an interactive whiteboard software</p> <p>Know what to do if they see something they don't like online/on a screen</p>	<p>Know how to care for small creatures</p> <p>Know the names of 4 common fruit and 4 common vegetables</p> <p>Know that some animals have babies at Easter time</p> <p>Know that some people begin Ramadan</p>	<p>different to their own celebrations</p> <p>Know that flour is used to make bread and that the dough needs to go in the oven to cook</p>	<p>the shade to stay safe in the sun</p>
Key vocabulary	<p>Today, tomorrow, yesterday, first, next, sea, land, hot, cold, summer, winter, spring, autumn, Bristol, world, same, different, change, grow, melt, ice, christmas, eid, diwali. Church, party, map, float, sink</p>					
Reception knowledge	<p>Name members of my family and say who is the eldest and youngest.</p> <p>Name members of the school e.g Head, office staff, teachers, chef</p> <p>Talk about themselves in the past as a baby and themselves now at school</p> <p>Know and use additional body parts - elbow, chin, wrist, waist</p>	<p>In addition name - ship, rocket, hot air balloon,</p> <p>Know that green is land and blue is water on a map of the world</p> <p>Know that we have different beliefs and special times are celebrated in different ways</p> <p>Know that there is different transport</p>	<p>Visually represent their day on a simple timeline</p> <p>Talk about what is the same and different in nursery rhymes of old</p> <p>Make comparisons between themselves and their parent/s</p> <p>Talk about and compare Chinese New Year to a celebration of their own</p>	<p>Know, name and talk about at least 5 minibeasts.</p> <p>Know what the word habitat means and say where minibeasts can be found</p> <p>Can explain the life cycle of a butterfly and frog</p>	<p>Identify and name the parts of a plant - leaf, stem, flower, roots</p> <p>Knows what plants need to survive</p> <p>Know and use the words: crops and harvest</p> <p>Name and identify 4 different vegetables that can be grown in the UK</p>	<p>Can explain the difference between farm and wild animals</p> <p>Describe in detail 5 farm and wild animals</p> <p>Talk about the differences between where they live and a country in Africa</p> <p>To talk about good welfare of farm</p>

	<p>Know I live in Bristol, England</p> <p>Talk about the school grounds and know the words field, building, road, play ground</p> <p>Name what they see on their route to school - shops, church, houses, park</p> <p>Know additional people who help us - paramedics, refuse collectors, nurses, shop workers</p> <p>Autumn - describe what happens in this season - leaves change colour, fall off, gets colder</p> <p>Know we should all be treated as equals.</p> <p>Know about the achievements of the photographer Seydou Keita.</p> <p>Know that there are differences between themselves and others.</p>	<p>around the world - tuk tuk, gondola, dog sled.</p> <p>Compare and contrast transport of today and the past</p> <p>Know Christians celebrate Christmas to mark the anniversary of the birth of Jesus</p> <p>Name at least 3 things that Christians do to celebrate Christmas</p> <p>Know who and why we remember on remembrance day</p> <p>Know that Diwali is the festival of light and celebrated by Hindu's</p> <p>Talk about how they celebrate their own birthday</p>	<p>Sort and group metal, wood and plastic materials</p> <p>Name their 5 senses</p> <p>Tell an adult what they can see, hear and feel outside</p> <p>Uses various tools such as brush, pens, stamps and erasers on interactive whiteboard software</p> <p>To talk about what personal information is and know that it should not be shared online</p>	<p>Talk about their own lifetime and create a personal timeline</p> <p>Know that there are differences and similarities between people in our class</p> <p>Know why religious venues are special and who goes there</p> <p>Know why Easter is celebrated</p> <p>Name at least 3 things about Spring</p> <p>Know about Ramadan and how this is different or the same in their family</p>	<p>Talk about and compare EID to their own celebrations</p>	<p>animals e.g. they need food and water/shelter and health</p> <p>To know and talk about similarities and differences between their life and life in a country in Africa</p> <p>To talk about how they have changed since starting Reception</p> <p>To talk about how to stay safe in the sun</p>
Key vocabulary	<p>Future, after, before, globe, map, building, Africa, London, Bristol, dissolve, experiment, investigate, observe, islam, christian, mosque, church, festival, special, culture, religion</p>					

Expressive arts and design						
Nursery knowledge	<p>Know the primary colours red, yellow, and blue</p> <p>Know the welcome songs - weather/hello song</p> <p>Know that different instruments make different sounds.</p> <p>Know that the sounds can evoke feelings</p> <p>Know that colours can be mixed together</p> <p>Know that they can create different shapes with play dough</p> <p>Know how to use a rolling pin</p> <p>Know they can pretend - cook, sleep, rock the dolls in the home corner</p> <p>Know how to use glue to join resources to paper</p>	<p>Know that sellotape is used to join boxes to create a vehicle</p> <p>Know that they can use different types of lines to draw</p> <p>Share their creations with family and friends and talk about it</p> <p>Know that they can use dance movements to journey across the floor</p> <p>Know that a hand print can be turned into a reindeer to make a card</p> <p>Know 3 new songs to perform to family and friends</p>	<p>Know that printing with duplo can create a wall</p> <p>Know how to construct a wall with construction kit without it falling down</p> <p>Sing their favourite song</p> <p>Sing the words to at least 3 nursery rhymes</p> <p>Listen to and say their favourite rhyme</p> <p>Know that they can act out a rhyme to retell it</p>	<p>Know that I can use different art materials to create</p> <p>Use their own experiences to create role play storyline</p> <p>Know how to create small world enclosures</p> <p>Respond to music through movement</p> <p>Manipulates clay (rolls, cuts, squashes, pinches, twists...)to create a clay/dough minibeast</p> <p>Sing the words to at least 2 new songs</p> <p>Know how to tear strips of paper to create my own Henri Matisse snail</p>	<p>Know that music can make them feel different things</p> <p>Name 4 instruments; drum, claves, tambourine, maracas</p> <p>Knows how to play an instrument to a simple beat</p> <p>Uses own life experiences to develop storylines in their play</p> <p>Knows that they can use small world to extend play with friends</p> <p>Use puppets to retell familiar stories</p>	<p>To draw a farm animal with a simple head, body and legs</p> <p>To choose materials to create texture for different animal skins e.g. snake scales or lions mane</p> <p>To choose instruments they feel represent contrasting animals e.g. drum for an elephant/bells for birds</p> <p>To slither like a snake on tummy, stomp like an elephant</p> <p>To sing in a group keeping in time with others</p>
Key vocabulary	Paint, stick, glue, cut, music, dance, beat, sing, pretend, loud, quiet, fast, slow,					
Reception knowledge	<p>Know that when they mix colours they create new colours</p> <p>Know that certain colours are used to</p>	<p>Know how to create a model vehicle using recycled materials</p>	<p>Retell stories and rhymes using puppets, masks, or small world</p>	<p>Talk about my independent artwork and tell others about it</p>	<p>Can select own instruments and play them in time to music</p>	<p>Correctly choose and use the colours needed to represent the skin pattern of wild animals</p>

	<p>represent themselves - portraits Use a variety of resources to create a collage A small world can be created using different construction, blocks and small world kits Know how to join using sellotape and glue Know 3 new songs</p>	<p>Know 5 new songs to sing to an audience Safely use a hole punch to create holes to thread ribbon through leaves Know how to mould clay to create a hedgehog</p>	<p>Listen to and incorporate a friends idea into their play Respond to a rhythm. Clap a repeated rhythm. Know the sounds of at least 4 percussion instruments by listening to them. Listen to different rhymes and say why they like them or not</p>	<p>Draw/paint simple minibeasts showing form- observational drawing from real or pictures Knows how to improve artwork (scrunch, twist, fold, bend, roll) Can change the tempo and dynamics when playing instruments Use pretend play to tell a story with my friends Look at the artwork of Kandinsky and recreate a snail in his style</p>	<p>Knows how to use a wide variety of instruments Knows how to independently select additional tools to improve their paintings Beginning to draw things they see around them e.g. plants, landscapes, buildings Knows how to select the correct materials to create a model of a beanstalk Creates a piece of art with clear intentions</p>	<p>e.g.black and white for zebra Use props to retell a familiar story in the correct order Invent a new version of a familiar story and tell it to others Draw detailed pictures of animals in their appropriate landscape Listen to and begin to move in time to music</p>
Key vocabulary	Print, design, pulse, rhythm, story tell, imagine, noisy, pitch, dynamics					
Parental involvement	Home visits Stay and Play session Parent's evening	Parents rocket/vehicle building workshop Christmas craft session Christmas nativity performance	Nursery rhyme sing-along Parent's evening	Book at bedtime		Sports day

Appendix 1



Unlocking Letters and Sounds Detailed Progression Reception – Y2

Reception		GPCs	CEWs
Autumn 1 (as soon as all children are in school – no later than week 3)	Phase 2	s a t p l n m d g o o k c k e u r h b f f l l s s	Read: the to I no go into
Autumn 2	Complete Phase 2 Phase 3	j v w x y z zz qu ch sh th ng ai ee igh oa oo ar or ur ow oi ear air ure er	Write: the to I no go into Read: a she he we me be was no go my you they her all are
Spring 1	Phase 3 Mastery	j v w x y z zz qu ch sh th ng ai ee igh oa oo ar or ur ow oi ear air ure er	Write: the to I no go into Read: a she he we me be was no go my you they her all are
Spring 2	Phase 4	CVCC and CCVC examples: bend mend hump bent damp spot spin trip glass speck	Write: a she he we me be was no go my you they her all are Read: said so have like some come were there little one do one do when out what
Summer 1 and 2	Phase 4 Mastery (with phase 3 and polysyllabic words)	CVCC and CCVC with phase 3 GPCs examples: quilt toast burst theft shelf Polysyllabic CVCC and CCVC examples: restless desktop handbag	Write: a she he we me be was no go my you they her all are Read: said so have like some come were there little one do one do when out what









		CCVCC and CCCVC examples: Crust frost scrunch strong	
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Appendix 2

Nursery end of year curricular goals

<p>Fantastic reflective friend </p> <p>To become a 'Sparkly Star' who happily greets and interacts with others, sharing thoughts and resources patiently; valuing self and others and willing to persist and not be daunted by failure. To begin to manage own personal needs. (PS&ED)</p>	<p>Confident communicator </p> <p>To become a 'Happy Chatter' in everyday play and focussed sessions, showing the ability to follow instructions, concentrate, think through and extend ideas and real and imaginary thoughts with others. (C&L)</p>	<p>Amazing athlete </p> <p>To become a confident 'Risk Taker' and develop body strength when climbing up, across and down, under and on. To ride a trike with confidence. To explore and use a range of tools using one hand. (PD)</p>
<p>Brilliant bookworm </p> <p>To become a 'Book Worm' enthusiast and readily access books for pleasure, turning pages individually, to name a favourite book and to retell a simple story using actions and repetitive phrases (Lit reading)</p>	<p>Wow writer </p> <p>To become a 'Funky Finger' enthusiast who builds up hand and whole-body strength through adventurous play and sometimes gives meaning to their marks. To begin to write their own name. (Lit writing)</p>	<p>Master of Maths </p> <p>To be able to use mathematical knowledge and language naturally in everyday play. Counting and representing marks to at least 5 and matching, measuring and comparing. (Maths)</p>
<p>Exceptional explorer </p> <p>To know their own family tree. To know similarities between themselves and others and show curiosity about the world around them. (UW)</p>	<p>Amazing creator </p> <p>To express themselves through drawing, painting, role play and music. To attempt to play instruments loudly, softly, fast and slowly whilst developing an ear for rhythm. (EA&D)</p>	

Reception end of year curricular goals

<p>Fantastic reflective friend </p> <p>To become a 'Sparkly Star' who can be kind, caring and helpful, show empathy and respect to others. To work and play cooperatively whilst considering the feelings of others. To manage their own personal needs and know how to stay healthy. (PS&ED)</p>	<p>Confident communicator </p> <p>To become a 'Happy Chatter' who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings. (C&L)</p>	<p>Amazing athlete </p> <p>To become a 'Risk Taker' who can show strength, balance and co-ordination when playing. Who can run, jump, hop, climb and dance with confidence. Who can hold a pencil effectively and use a range of small tools (e.g. use cutlery, scissors) (PD)</p>
<p>Brilliant bookworm  who</p> <p>To become a 'Book Worm' who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt) (Lit reading)</p>	<p>Wow writer </p> <p>To become an 'Amazing author' who can write letters, words and simple sentences to give a message or write a story that can be read by themselves and others. (Lit writing)</p>	<p>Master of Maths  Maths'</p> <p>To become a 'Master of Maths' who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5. To use this knowledge in real life problems. (Maths)</p>
<p>Exceptional explorer </p> <p>To show curiosity about the world around them, understand some difference between times and places. Someone who can look after their community and care for the Lockleaze environment. To have an awareness and appreciation of other people's cultures and beliefs. (UW)</p>	<p>Amazing creator </p> <p>To create a 'masterpiece' using a range of techniques and resources. To create and perform a song, story, poem or rhyme to an audience. (EA&D)</p>	

