



Knighton Mead Primary Academy

EYFS Curriculum Guide

*‘Every child deserves the best possible start in life and the support that enables them to **fulfil their potential**. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their **future life chances**. A **secure, safe and happy childhood** is important in its own right. **Good parenting and high-quality early learning together** provide the foundation children need to make the most of their abilities and talents as they grow up’.*

Early Years Foundation Stage Framework 2021

Intent:

At Knighton Mead Primary Academy, our curriculum is designed to recognise children’s prior learning from our own nursery setting, previous settings, and their experiences at home. We provide first-hand learning experiences, whilst allowing the children to build resilience, ambition, and integrity. Every child is recognised as a unique individual, and we celebrate and welcome differences within our school community. We follow the Early Years Foundation framework and use the Development Matters 2021 document to support our curriculum together with a strong emphasis on the Prime Areas of learning: Personal, Social and Emotional Development, Physical development and Communication and Language, including Oracy.

We provide enhancement opportunities to engage learning and believe that first experiences of school should be happy and positive, enabling us to develop a lifelong love of learning. Through these enrichments and our curriculum design children will have the confidence and skills to make decisions and self-evaluate, make connections, and become lifelong learners. Our curriculum is flexible in its approach to meet children’s needs and follow children’s interests. Through this approach we provide opportunities throughout our EYFS curriculum to support learning, consolidate and deepen knowledge and ensure children meet their next steps. We strive to ensure that all children make better than expected progress from their starting points and are equipped with the skills and knowledge to have a smooth transition into Year 1 by the end of the reception year.

At Knighton Mead Primary Academy, we recognise that all of our EYFS intent is rooted to the relationship between parents/carers and the setting. We intend for this to be a strong and secure foundation to ensure the best outcomes for every child. We intend to support this relationship through a strong induction process and an ongoing partnership which is centred around communication to support parents in understanding, supporting, and sharing their child’s learning and development.

Implementation:

Curriculum planning

Our curriculum follows the Early Years Statutory Framework for the Early years Foundation Stage. This document specifies the requirements for learning and development in the EYFS and provides the prime and specific areas of learning we must cover in our curriculum. Our curricular goals have been planned and written understanding our school community and cohorts. They recognise our children's starting points and hold high expectations, are ambitious and ensure all children will receive a quality first early education (Appendix 1). This curriculum will be reflected upon and adapted with analysis of the changing cohorts and school community each year.

Through our knowledge of each child and formative assessments, the EYFS team plan exciting and engaging activities that will move the children's learning forward. This may involve following a class theme where we take advantage of cross curricular links in order to combine transferable skills and develop a wide-ranging vocabulary which underpins the children's learning. Planning for this curriculum is designed to be flexible to include following individual children's interests and making the most of those focused moments where the teaching and learning can be maximised in a one-to-one way with teacher and child. Each year creates its own unique blend of whole class, guided, adult directed play and child-initiated play activities dependant on the nature and needs of the class of individuals. We look forward at the start of a year to see where the class will lead us.

Timetable

The timetable is carefully structured so that children have directed teaching during the day. The timetable changes throughout the year to take into consideration the changing needs of the children. Whole class teacher sessions are followed by small, focused group work. This means the teacher can systematically check for understanding, identify, and respond to misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning.

Children in EYFS learn by playing and exploring, being active and thinking critically and creatively and this takes place both indoors and in our outdoor area. Our outdoor area is open all year round and in all but the most challenging weather conditions. The curriculum is planned for the inside and outside classrooms and equal importance is given to learning in both areas. Children make their own decisions about where they learn best, and teachers ensure that there are opportunities for all areas of learning both inside and outside. We ensure activities support the Characteristics of Effective Learning to ensure learning takes place. These are: Playing and Exploring – children investigate and experience things and have a go; Active Learning – children concentrate and keep on trying if they encounter difficulties and enjoy achievements; Creating and Thinking Critically – children have and develop their own ideas, make links between ideas and develop strategies for doing things.

Interventions

Our inclusive approach means that all children learn together, but we have a range of additional intervention and support for children who may not be reaching their potential or are showing a greater depth of understanding and need further challenge. This includes, for example, sessions for developing speech and language, social skills, fine motor skills, phonics, and mathematics. We ensure we provide effective and focused interventions through data captures and on-going assessment considerations. These will be provided in an inclusive way and support from parents is also enlisted at an early stage to ensure that the children have every chance to achieve the Early Learning Goals.

Parents as Partners

The EYFS team collect evidence of children's learning through observations, photos and videos which are shared with parents daily using the Tapestry online system. This means that parents can engage with children regularly about their learning and can contribute to the knowledge we have of the child in school. Parents are very active and love to use Tapestry to record the milestones children make at home during the year.

Furthermore, we use Tapestry as an additional means of communication with parents ensuring families know the upcoming topics and learning that will be covered as well as, sharing celebrations. Tapestry is also used to upload homework and phonics support videos to ensure adults can adequately support their child's learning.

Transition into the EYFS:

Our transition into the EYFS is thought out and well planned. This approach is reflected upon with each cohort year on year and to ensure individual children's needs are met. We ensure that parents choosing Knighton Mead are welcomed, listened to and confident the school is the right setting for their child. We begin by sending home a welcome booklet and inviting the adults in to meet the EYFS staff. During this meeting adults are welcomed into the classroom environment that their children will be learning in. They are given essential information about the curriculum, uniform, parents as partners and Tapestry. They are then able to speak to the staff and raise any questions or queries. In addition to this meeting, staff then visit the children at their previous settings or arrange home visits. For children identified as SEND, appropriate meetings with involved agencies will also be attended.

Children and adults are then invited to two 'Stay and Play' sessions before the summer holidays to meet their new teachers and friends. These sessions are split into small groups to ensure children and adults spend adequate time with the staff. In the Autumn term, we begin a week of staggered starts to ensure staff can gain an understanding of the whole child and both children and parents are settled, confident and ready to learn.

Transition into Year 1

By the end of the year, we provide opportunities for children to increase their independence in recording their work appropriately to ensure they are well prepared for the move to Year 1. The team in Reception work tirelessly to ensure that children are surrounded by a kind, caring and happy environment which helps them develop the same skills in their journey through school. It is a positive place to be where resilience, perseverance and successes are celebrated, and every child feels valued and respected.

We also support the transition into Key Stage 1 for both child and parents. We prepare children for Year 1 with visits to their new class, meeting the teacher and ensuring the environments are similar at the end of EYFS and the start of Year 1. Parents have the opportunity to meet with new teachers and visit their child's new learning environment in the new academic year. We ensure every child has a 'moving on' booklet and spend the last few weeks of term preparing children for the change with a topic of looking at changes in their lives from past to present and focusing on how much they have achieved in their reception year.

Enrichment:

We love to provide children with new and exciting opportunities that will enhance their learning in school. We go on visits to support this, for example, a trip to a theatre to watch a Christmas pantomime or watching the lifecycle of a hen live in the classroom. We ensure that all of our enrichment is learning related and will provide the spark for further immersion in a theme or project.

We have a dedicated time within our timetable to focus on health and self-care where we explore meditation, yoga, and relaxation techniques. The children take part in 'balanceability' sessions twice a year in half termly blocks, with the aim of all of our children leaving the EYFS being able to ride a balance bike confidently. We share a range of healthy snacks and learn about the importance of a healthy balanced lifestyle to maintain our own wellbeing.

All of the children perform in a Nativity, receive certificates in assembly, and participate in class trips and participate in whole school celebrations and events. They are visited by a range of 'People Who Help Us', such community members including the police and fire service. We ensure a variety of religious festivals are celebrated within the school year to reflect our 'Everyone's Welcome' values. Each year staff endeavour to make further community links to provide children with relevant and current enrichment. Our planned enrichment offer can be found in appendix 2.

Reading:

Reading is at the heart of our curriculum with our topics and themes centred around books (see appendix 3). These books are embedded in our provision through activities, story sessions and on display for children to access independently. Through this, children begin to internalise new vocabulary, language patterns and begin to retell stories. Our aim is to encourage a love of reading right from the start and to expose children to a range of books that not only develop a love of reading, but have been chosen specifically to develop their oracy, vocabulary, and comprehension.

Our setting ensures children have access to '5 a day' this means children will receive 5 adult led sessions of a combination of sharing stories, singing songs and/ or explicitly learning new vocabulary through words of the week or Makaton signing. These sessions are highlighted on EYFS planning in green highlighted text.

There is cohesion and consistency with our approach to align with the whole school English Curriculum that is followed from Years 1-6:

- The inclusion of high-quality and diverse texts which are age and stage appropriate
- Modelled reading and re-telling opportunities across each session
- Structured comprehensions questions based on Blooms Taxonomy
- A focus on vocabulary
- Dedicated phonics sessions, employing tricky and high-frequency words
- Cooperative learning behaviours which develop oracy and interdependence

Phonics

We follow the 'Read Write Inc' phonics programme to ensure consistency across the school. In EYFS every child has access to a phonics session every day with intervention opportunities for those who need further support.

Nursery children focus on Phase 1 which concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills. Nursery children begin to learn phase 2 set 1 sounds and words in the summer term if they are assessed as, and teachers assess them as being ready to begin learning these sounds.

In Reception, Phase 1 continues but children are introduced to Phase 2 and 3 where they will develop segmenting and blending skills to decode words. Children are encouraged to read at home and are listened to regularly in school. They are given books that match their phonic knowledge in order for them to apply their learning with the aim of becoming successful, confident and fluent readers.

Handwriting

Each EYFS day ends with 'Fizzy Fingers' activities, this is a whole class session which is progressive and adapted upon class and individual children's needs. 'Fizzy Fingers' sessions begin in the autumn term with gross and fine motor activities that are aimed to develop the strength and control for writing, progressing to drawing skills and then handwriting practice. Phonics sessions are also a time we use to develop children's expertise in handwriting. See our script chart below to see an example of the style we use:

abcdefghijklmnopqrstuvwxyz

ABCDEFGHIJKLMNOPQRSTUVWXYZ

Mathematics

In Nursery, children develop a love of maths through games, songs, rhymes, and play using concrete manipulatives. There is a focus on the following counting principles: one to one correspondence, stable order, and cardinal principle. Staff use a combination of child development knowledge of early mathematics skills, White Rose Maths Scheme of work and Numbers and Patterns Framework to plan maths sessions and activities.

In Reception, we follow the White Rose Maths Scheme of work which is divided into weekly maths planning. High quality learning environments and meaningful interactions with adults, support children in developing mathematical thinking and discussion. Pupils learn through games and tasks using concrete manipulatives and pictorial structures and representations which are then rehearsed, applied and recorded within their own child-led exploration. Children in Reception have daily, whole class maths sessions and small group time to develop fluency, revisit key concepts and address misconceptions.

Wider Curriculum

Our wider curriculum is taught through the learning areas; 'Understanding of the World' and 'Expressive Arts and Design.' EYFS staff have a good understanding of how ELG's feed into the National Curriculum through support and communication of school subject leaders and CPD opportunities. In reverse, colleagues throughout the school are also aware of the key ELG's that link to each foundation subject and the progression of the subject.

Exciting, purposeful, and contextual activities are planned to build on children's natural curiosity. For example, building a boat for 'The Gingerbread Man' enables them to think like a 'Scientist' and 'Engineer' as they explore a range of materials and test out their own ideas. Building further on our oracy focus, children will be encouraged to employ subject specific language and terminology in foundation subjects, and such vocabulary will be modelled, both verbally and orally, by supporting practitioners.

To support our wider curriculum, we provide regular opportunities for parents and carers to come into school and work with their child, share their work and celebrate successes. We keep parents informed and we meet regularly with them to ensure children's transition into school and through the EYFS is happy and allows them to reach their potential with the support needed. This includes transition days, nursery, or home visits, stay and play sessions, parent workshops, share a story, learning journeys, character muscle postcards, reports and parent consultations as well as more frequent informal communication to suit individual families.

Monitoring:

Regular monitoring of teaching and learning by SLT and the EYFS leader ensure staff develop good subject knowledge, this includes data points pupil progress meetings. The EYFS leader ensures new members of staff to the EYFS base staff receive a positive induction and are equipped with the knowledge and confidence to provide the best for our children. The EYFS leader further ensures staff members are up to date with current policies, updates, and policies with regular phase meetings specific to the Early Years Curriculum. Whole school coaching programme allows the EYFS lead to identify and staff CPD needs and provide appropriate CPD to ensure staff knowledge and expertise. We use a range of CPD opportunities including within school, using experts in different subjects, outside agencies and using trust wide opportunities.

Children with special educational needs and disabilities (SEND)

We promote equality of opportunities for all children ensuring those children with SEN or disabilities have the support they need. We work closely with the school Special Educational Needs Co-ordinator (SENCO) and other providers to ensure we are identifying and responding to children with SEN, with early identification as a priority. As an inclusive school and EYFS setting we ensure that children with SEN engage in activities alongside children who do not have SEN and inform parents when we might make individual educational provision for a child. This is regularly reviewed and evaluates the quality and breadth of the support we offer. Staff training and facilities are provided to enable access to the school and curriculum for all children including children with SEN and disabilities. All staff are Makaton trained to support all children in their communication needs and development. Support to parents is offered through regular meetings and directing them to agencies and professionals where appropriate.

Impact

Assessment:

We strive to ensure that our children's progress across the EYFS curriculum is better than expected from their varied starting points. Prior to children starting, staff spend time speaking to the child's parents, previous settings and read previous learning journeys to gain an understanding of the whole child and where they are at. During the first half term in Nursery or Reception, all staff use ongoing assessments, observations, and conversations with the child to develop a baseline assessment. This identifies each individual's starting points in all areas so we can plan experiences to ensure progress.

The following baseline assessments are also carried out.

For Reception aged children:

- The RBA (Statutory Reception Baseline Assessment) This assessment focuses on 'Language, Communication and Literacy,' and 'Mathematics.' The purpose of this is to show the progress children make from Reception until the end of KS2.
- NELI (Nuffield Early Language Intervention) is an evidence-based oral language intervention for children who show weakness in their oral language skills. The assessment informs us if the child is at expected for their age or requires intervention from trained NELI practitioners.

For nursery aged children:

- Early Talk Boost is a targeted intervention aimed at 3–4-year-old children with delayed language helping to boost their language skills. The Early Talk Boost assessment informs us if the child is at expected for their age or requires intervention from trained Early Talk Boost practitioners.

Ongoing Observations:

All ongoing observations are used to inform weekly planning and identify children's next steps. This formative assessment does not involve prolonged periods of time away from the children and excessive paperwork. Practitioners draw on their knowledge of the child and their own expert professional judgements through discussions with other practitioners, photographs, and physical examples such as a child's drawing / making. Some observations are uploaded using Tapestry and shared with the supporting parents and carers.

Phonic assessments are carried out using Read Write Inc trackers every half term to quickly identify pupil progress and learning groups are adapted and refined where necessary. Our aim is for children to 'keep up' rather than 'catch up' where possible. Assessments and data captures are completed four times per year with pupil progress meetings taking place to ensure the best provision occurs for all children including vulnerable groups such as those with SEND, disadvantaged or summer born children. Our assessment judgements are then moderated both in school and at trust level. In Summer Term 2, the EYFSP is completed where teachers judge whether the child has met each of the 17 ELG's. They will be assessed as either 'emerging' or 'expected.' Whilst there is no judgement to state if a child is exceeding beyond an ELG, teachers will provide a narrative to the Year 1 teachers.

The impact of our curriculum will also be measured by how effectively it helps our pupils develop into well rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens. We endeavour for pupils to be Key Stage 1 ready and have our school values embedded by the time they leave reception, preparing them for their future.

Appendix 1 - Curricular Goals:



EYFS Curricular Goals

Communication & Language	Nursery	Reception
	<ul style="list-style-type: none">• Respond to questions• Listen and join in with a story• Start and communicate in a conversation• Express their needs, wants and interests• Develop a wide range of vocabulary through play, experiences and stories	<ul style="list-style-type: none">• Ask and respond to questions in a range of situations (play/stories/focussed tasks)• Listen and respond to stories with relevant comments• Converse with friends and adults• Express their ideas and feelings with confidence• Develop a wide range of vocabulary through play, experiences and stories
Personal, Social & Emotional Development	<ul style="list-style-type: none">• Manage to take turns and share with others• Show confidence in new situations• See themselves as a valuable individual• Show curiosity about the world around them• Identify their own feelings• Know how to look after myself	<ul style="list-style-type: none">• Show empathy to others• Show determination to complete a goal• Show resilience in the face of challenges• Show curiosity about the world around them• Know and talk about different factors that support health and wellbeing• Identify and regulate their own feelings
Physical Development	<ul style="list-style-type: none">• Begin to use one handed tools• Show a dominant hand• Use a comfortable grip when holding pens and pencils• Ride trikes and/or scooters	<ul style="list-style-type: none">• Use a range of tools competently• Hold a pencil effectively• Ride a two wheeled bike
Literacy	<ul style="list-style-type: none">• Retell a rhyme/story/song through play• Write their name• Understand the 5 key concepts of print*• Orally segment and blend words• Link sounds to letters when writing	<ul style="list-style-type: none">• Retell a story or information orally• Read phrases and sentences containing known letter-sound correspondences** and some exception words• Form lower case letters accurately• Write words that are phonetically plausible• Write simple words/phrases that can be read by others

Mathematics	<ul style="list-style-type: none"> • Have a deep understanding of numbers to 5 including the composition of the numbers • Solve problems including number/shape/measure in a range of contexts with numbers up to 5 • Count a set of objects (up to 5) using 1:1 correspondence • Find how many when provided with a group of objects (up to 5) 	<ul style="list-style-type: none"> • Have a deep understanding of numbers to 10 including the composition of the numbers • Solve problems including number/shape/measure in a range of contexts with numbers up to 10 • Recognise patterns of the counting system • Compare quantities in different contexts
Understanding the World	<ul style="list-style-type: none"> • Know their own life story • Explore how things work • Learn about animals and lifecycles • Understand properties of materials using the five senses • Appreciate different religious and cultural communities in their hometown, and around the world 	<ul style="list-style-type: none"> • Know their own family tree • Understand events in their living memory and events from the past • Appreciate different religious and cultural communities in their hometown, and around the world • Learn about animals and lifecycles • Understand how to read a simple map • Understand processes and changes in the world around them • Care for an animal
Expressive Art and Design	<ul style="list-style-type: none"> • Make a model • Draw with increasing accuracy • Use a variety of materials, tools and techniques to create a piece of artwork • Perform a story, song, poem or rhyme as part of a group • Engage in imaginative play with others 	<ul style="list-style-type: none"> • Plan, make and evaluate a model • Use a variety of materials, tools and techniques to create a piece of artwork and evaluate it • Perform a story, song, poem or rhyme to an audience • Develop storylines when engaged in imaginative play with others

Appendix 2 - Planned Enrichment:



KNIGHTON MEAD
PRIMARY ACADEMY

EYFS Planned Enrichment 2022-2023

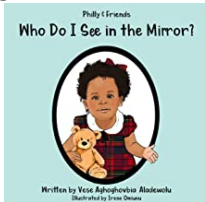
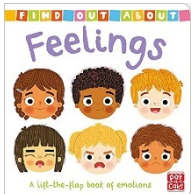
Autumn 1	Nursery	Reception
	<ul style="list-style-type: none">• Photos of families from home to share• Walk to class street name• Nursery rhymes – performance video to parents• Bookstart pack – story session / visit to the library	<ul style="list-style-type: none">• Walk to class street name• Photos of families from home to share• Goldilocks: Porridge making / tasting• Three pigs: Woodwork – making a house• Bookstart pack – story session / visit to the library
Autumn 2	<ul style="list-style-type: none">• Autumn walk• Bonfire night – sparklers• Diwali workshop• Goldilocks: making / tasting• Three pigs: DT house• Christmas production• Christmas workshop	<ul style="list-style-type: none">• Autumn walk• Bonfire night – Sparklers• Diwali workshop• Gingerbread man: Making gingerbread men• Christmas production• Christmas workshop• Theatre trip – pantomime
Spring 1	<ul style="list-style-type: none">• Winter walk• Teddy bear hospital• Toothbrushing in school and take home• Fire service visit• Police visit• Posting a letter home• Chinese New Year Workshop• Holi Workshop	<ul style="list-style-type: none">• Winter walk• Balanceability sessions• Teddy bear hospital• Toothbrushing in school and take home• Fire service visit• Police visit• Posting a letter home• Chinese New Year Workshop• Holi Workshop
Spring 2	<ul style="list-style-type: none">• Spring walk• Planting beans / cress / strawberries• Farm trip• Easter workshop• Eid workshop	<ul style="list-style-type: none">• Balanceability• Spring walk• Planting beans / cress / strawberries• Farm trip• Easter workshop• Eid workshop• Egg hatching / Chicks
Summer 1	<ul style="list-style-type: none">• Balanceability sessions• Caterpillars / butterflies• Fruit tasting / smoothie or fruit salad making• Retelling story session to parents – either Dear Zoo or The Very Hungry Caterpillar	<ul style="list-style-type: none">• Fruit tasting / smoothie or fruit salad making• Retelling story session to parents – either Dear Zoo or The Very Hungry Caterpillar
Summer 2	<ul style="list-style-type: none">• Balanceability sessions• Summer walk• Bear hunt trip – botanical gardens• CLS workshop – Toys	<ul style="list-style-type: none">• Summer walk• Pirates' enrichment day in school• CLS workshop – Besides the Sea• Transition events – graduation


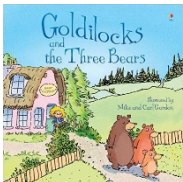
Appendix 3 - EYFS Book Coverage:


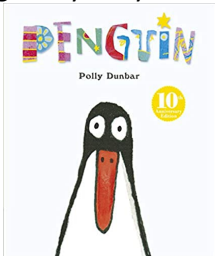
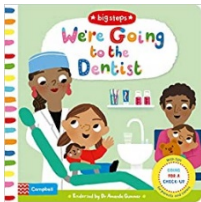
EYFS Book Coverage – 2022-2023

Nursery:


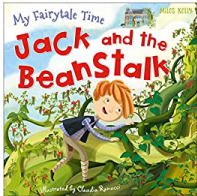
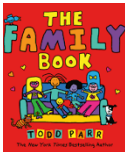


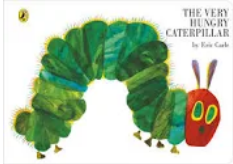
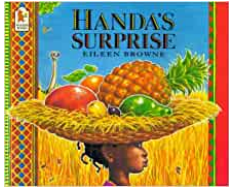
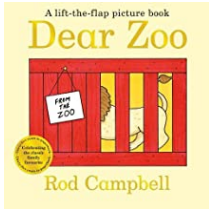
Autumn 1:				
Topic:	Book / Rhyme / Poem:	Core Vocabulary: Key: Green – vocabulary learnt by all Purple – vocabulary taught to extend	Key Areas of Learning to link with core books:	Other texts to share during story times:
All about me	Who Do I See in the Mirror? by Vese Aghoghovbia Aladewolu 	Me, facial features – nose etc. Family / Family members. I love, I like, I do not like, birthday, how old are you/ age.	PSE C&L UTW	You choose – likes and dislikes – Everyone's welcome text The Family Book – Everyone's Welcome text Mommy, Mama and Me – Everyone's Welcome text Kipper's Birthday by Mick Inkpen
	Feelings: A lift-the-flap board book of emotions by Pat-a-Cake 	Feelings, emotions, happy, sad angry, scared, loved, calm, frightened, brave, worried, shocked	PSE C&L	This is our house by Michael Rosen – focus of sharing My big shouting day by Rebecca Patterson Colour monster by Anna Llenas
Nursery rhymes	Incy wincy spider	Spider, incy wincy meaning, rain, water spout	C&L LD EAD	Other nursery rhymes – of interest (modern)
	Twinkle Twinkle little star	Twinkle, star, wonder, night time, diamond		
	Baa Baa Black sheep	Sheep, wool, sir, three, full		


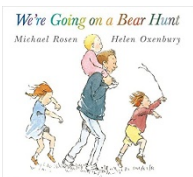
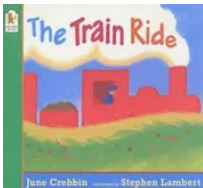

Autumn 2:				
Topic:	Book / Rhyme / Poem:	Core Vocabulary:	Key Areas of Learning to link with books:	Other texts to share during story times:
Autumn	Non-Fiction – What can you see in Autumn? By Sian Smith 	Autumn, leaves, trees, weather, colours, Seasons, months of autumn	C&L UTW LD	We're Going on a Leaf Hunt by Steve Metzger Leaf Man by Lois Elhert Tap the Magic Tree by Christie Matheson Wow! Said the Owl by Tim Hopwood
Celebrations – Bonfire night, Diwali, Christmas	Non-Fiction PowerPoints / videos of celebrations – Cbeebies.	Celebrate, Bonfire Night, Diwali-Hindus, Christmas – Christians	C&L UTW PSE	Other Non-fiction texts ordered from the Leicester Library service Dipal's Diwali / A Festive Feast – Twinkl Story books The Elf Chase by Martha Mumford Mog's Christmas by Judith Kerr Dear Santa by Rod Campbell Stick Man by Julia Donaldson
Golidlocks and the Three Bears	Golidlocks and the Three Bears by Susanna Davidson 	Goldilocks, girl, Bears, Three, porridge, big, medium, small, too hot, too cold, chair, broken, bed, hard, soft. Golidlocks – meaning. Characters & their thoughts and feelings	C&L LD EAD	One bear at bedtime by Mick Inkpen Brown Bear, Brown Bear, what do you see? By Bill Martin, Jr. This is the bear by Helen Craig Where's My Teddy by Jez Alborough Bumble Bear by Nadia Shireen Bear in a Square by Stelle Blackstone
The Three Little Pigs	The Three Little Pigs Paperback by Ronne Randall 	Little, pigs, three, wolf, big, bad, straw, sticks, bricks, chin, huff, puff, chimney, house. Characters & their thoughts and feelings	C&L LD EAD	The pig in the pond by Jill Barton and Martin Waddell There's a pig up my nose by John Dougherty Wibbly Pig's Silly Big Bear By Mick Inkpen

Spring 1:				
Topic	Book / Rhyme / Poem	Vocabulary	Key Areas of Learning to link with books	Other texts to share during story times:
Winter	Non-Fiction – What can you see in Winter? By Sian Smith 	Winter, seasons, leaves, trees, weather, snow, icy, cold Seasons, months of winter	C&L UTW LD	Red Sled by Lita Judge Squirrel's Snowman by Julia Donaldson One Snowy Night by Nick Butterworth
Arctic Animals	Penguin by Polly Dunbar 	Penguin, arctic animals, bird, where in the world, beak, wings, flippers Arctic, Antarctica	C&L LD UTW	Lost and found by Oliver Jeffers Could A Penguin Ride a Bike? by Camilla Bédoyère 365 Penguins by Jean-Luc Fromental Polar Bear, Polar Bear what do you hear? By Bill Martin, Jr.
People who help us	Doctors: Miss Polly had a dolly rhyme Five little Monkeys jumping on the bed	Doctor, nurse, hospital, ambulance, sick, poorly, ill, hurt, body and face parts Extended body parts including wrist, ankle etc. medical, appointment, prescription, medicine, emergency	C&L LD EAD UTW	Non fiction books from Leicester Library Services Head, shoulders, knees and toes song Busy People – Vet by Lucy M. George The Healthy Wolf by David Bedford
	Dentist: we're going to the Dentist – Campbell Books 	Teeth, being healthy, dentist, chair, mirror, toothbrush, toothpaste decay, cavity, gums	C&L UTW PSE	Smile Crocodile Smile by An Vrombaut I want my Tooth! By Tony Ross

	<p>Postal worker: Postman Bear by Julia Donaldson</p> 	<p>Postal worker, letter, packages, envelope, post box</p> <p>deliver/ delivery, sorting office, royal mail</p>	<p>C&L LD UTW</p>	<p>Postman Pat – Episodes on Youtube The Thank You Letter by Jane Cabrera Can I Be Your Dog? by Troy Cummings</p>
	<p>School worker: Book Made by staff – all about people who help us at Knighton Mead</p>	<p>School, class, teacher, cook, cleaner</p> <p>office, staff, caretaker, safe, learn</p>	<p>C&L UTW</p>	<p>My Teacher is a Monster! (No, I am not) by Peter Brown Totally Wonderful Miss Plumberry by Michael Rosen Busy People – Teacher by Lucy M. George First Day at Bug School by Sam Lloyd</p>
	<p>Fire Service: Busy People – Fire Fighters by Lucy M. George</p> 	<p>Fire service, fire engine, fire fighter, 999</p> <p>Equipment, emergency, fire, safety</p>	<p>C&L UTW</p>	<p>Non-fiction texts ordered from the Leicester Library service</p>
	<p>Police Service: Busy People – Police Officer by Lucy M. George</p> 	<p>Police service, police vehicles, police officer, 999</p> <p>Emergency, safe, help, incident</p>	<p>C&L UTW</p>	<p>Non-fiction texts ordered from the Leicester Library service What the ladybird heard by Julia Donaldson Burglar Bill by Janet and Allan Ahlberg</p>
Celebrations – Chinese New Year	<p>Non-Fiction PowerPoints / videos of celebrations – Cbeebies.</p>	<p>Celebrate, Chinese New Year, Luck, year, celebration, around the world, food, lanterns, dragons</p>	<p>C&L UTW PSE</p>	<p>Other Non-fiction texts ordered from the Leicester Library service</p>


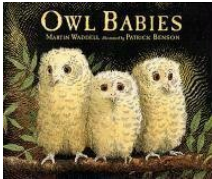
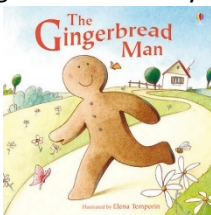
Spring 2:				
Topic	Book / Rhyme / Poem	Vocabulary	Key Areas of Learning to link with books	Other texts to share during story times:
Spring	Non-Fiction – What can you see in Spring? By Sian Smith 	Spring, seasons, leaves, trees, flowers, growing, weather new life, buds, months of the year	C&L UTW LD	One Springy Day: A Percy The Park Keeper Story by Nick Butterworth Spring is Here by Heidi Pross Gray
Farm Animals	Rhyme – Old McDonald had a Farm	Farm animals – cow, pig, rooster, chicken, sheep, horse etc. farm Tractor, growing Where vegetables and meat come from.	C&L LD UTW	Cock-A-Doodle-Do! Barmyard Hullabaloo by Giles Andreae Rosie's walk by Pat Hutchins What the ladybird heard by Julia Donaldson Non-fiction books about animals from the Leicester Library Service
Jack and the Beanstalk	Jack and the Beanstalk (My Fairytale Time) by Miles Kelly 	giant, beanstalk, growing, magic, beans, castle, gold, chicken, eggs. Poor, rich, harp, golden	C&L LD UTW	The Smartest Giant in Town by Julia Donaldson Jasper's Beanstalk by Nick Butterworth and Mick Inkpen Non-fiction books about growing from the Leicester Library Service
Celebrations Easter / Mother's Day	Non-Fiction PowerPoints / videos of celebrations – Cbeebies.	Celebrate, Easter – Christians, God, Jesus, Cross, chocolate eggs, chicks, new life, church	C&L UTW PSE	Other Non-fiction texts ordered from the Leicester Library service We're Going on an Egg Hunt by Martha Mumford
	People we love – The Family Book by Todd Parr 	Family/families, love, people/ members names e.g. sister, brother, mother, father. different, respect, thank, help us, look after us, keep us safe	C&L PSE	Mommy, Mama and Me – Everyone's Welcome text And Tango Makes Three (Classic Board Books) by Justin Richardson , Peter Parnell Monkey Puzzle by Julia Donaldson Love Makes a Family by Sophie Beer


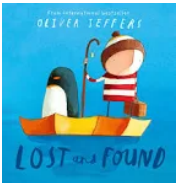
Summer 1:				
Topic	Book / Rhyme / Poem	Vocabulary	Key Areas of Learning to link with books	Other texts to share during story times:
Minibeasts	The Very Hungry Caterpillar by Eric Carle 	Caterpillar, life cycle, egg, cocoon, butterfly, fruit names Chrysalis, days of the week, day time, night time	C&L LD UTW	The Crunching Munching Caterpillar by Sheridan Cain Ten Wiggly Wiggly Caterpillars by Debbie Tarbett Mad About Minibeasts! by Giles Andreae Non-fiction books about minibeasts / caterpillar life cycle from the Leicester Library Service
Places	Handa's Surprise by Eileen Browne 	Africa, basket, fruit names, animal names differences to uk, kindness	C&L UTW PSE LD	Handa's Hen by Eileen Browne Handa's Noisy Night by Eileen Browne We All Went on Safari: A Counting Journey Through Tanzania by Laurie Krebs Coming to England by Baroness Floella Benjamin and Diane Ewen Baby Goes to Market by Atinuke Mama Panya's Pancakes: A Village Tale from Kenya by Mary and Rich Chamberlin Non-fiction books about Africa / England from the Leicester Library Service
Animals	Dear zoo by Rod Campbell 	Zoo animals – names, pet, wrote a letter meaning of words – naughty, grumpy, noisy wild animals, habitat	C&L LD	Rumble in the Jungle by Giles Andreae and David Wojtowycz Walking Through the Jungle by Julie Lacome The Great Pet Sale by Mick Inkpen The Tiger who came for Tea by Judith Kerr Non-fiction books about Zoo and Jungle animals from the Leicester Library Service

Summer 2:				
Topic	Book / Rhyme / Poem	Vocabulary	Key Areas of Learning to link with books	
Summer	Non-Fiction – What can you see in Summer? By Sian Smith 	Summer, weather, hot, clothing we might wear. seasons, months of summer , sun safety, things we might do	C&L UTW LD	Toddle Waddle by Julia Donaldson Shark in the park by Nick Sharratt The Wonders of Summer by Kealy Connor Lonning Day At The Beach by Tom Booth
Adventures	We're Going on a Bear Hunt by Michael Rosen 	Hunt, bear, cave, experience of textures/sounds within the story e.g. deep cold river, dark forest, thick oozy mud, long, wavy grass, Adventure, scared, catch, hide, quick	C&L LD	The everywhere bear by Julia Donaldson Bear Hunt by Anthony Browne The Cave by Rob Hodgson
Transport	The Train Ride by June Crebbin 	Transport, vehicles e.g. train, bus etc. comparing to past and present, Ride, where, travel	C&L UTW LD	You Can't Take An Elephant On the Bus by Patricia Cleveland-Peck Mr Gumpy's Motor Car by John Burningham Mr Gumpy's Outing by John Burningham Naughty Bus by Jan Oke We all go travelling by by Sheena Roberts Rhyme – The wheels on the bus
Moving on / Transition	First Day at Bug School by Sam Lloyd 	School, excited, worried – feelings growing up, moving on, change, ready	C&L PSE	Harry and the dinosaurs go to school by Ian whybrow Spot goes to school by Eric Hill Growing up – Titch by pat Hutchins All in a day poem by Judith Nicholls

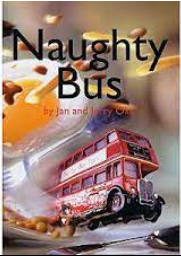
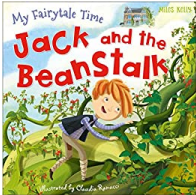
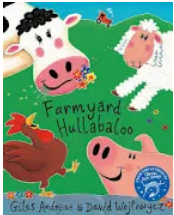
Reception:

Autumn 1:				
Topic:	Book / Rhyme / Poem:	Core Vocabulary:	Key Areas of Learning to link with core books:	Other texts to share during story times:
All about me	Who Do I See in the Mirror? by Vese Aghoghovbia Aladewolu 	Me, facial features – nose etc. Family / Family members, I love, I like, I do not like, birthday, how old are you/ age. In my family there is... I live in ... I am good at... I need help with... I feel happy when... I feel sad when...	PSE C&L UTW	You choose – likes and dislikes – Everyone's welcome text The Family Book – Everyone's Welcome text Mommy, Mama and Me – Everyone's Welcome text Kipper's Birthday by Mick Inkpen
	Colour monster by Anna Llenas 	Feelings, emotions, happy, sad, angry, scared, loved, calm, colours I feel... Excited, nervous, frightened, brave, worried	PSE C&L	This is our house by Michael Rosen – focus of sharing My big shouting day by Rebecca Patterson
Golidlocks and the Three Bears	Golidlocks and the Three Bears by Susanna Davidson 	Goldilocks, girl, Bears, Three, porridge, big, medium, small, too hot, too cold, chair, broken, bed, hard, soft. Goldilocks – meaning behind name Characters / setting & their thoughts and feelings – bad & good	C&L LD EAD	A chair for baby bear Kaye Umansky One bear at bedtime by Mick Inkpen This is the bear by Helen Craig Where's My Teddy by Jez Alborough Bumble Bear by Nadia Shireen Bear in a Square by Stelle Blackstone
The Three Little Pigs	The Three Little Pigs Paperback by Ronne Randall 	Little, pigs, three, wolf, big, bad, straw, sticks, bricks, chin, huff, puff, chimney, house. Characters & their thoughts and feelings – bad & good	C&L LD EAD	The pig in the pond by Jill Barton and Martin Waddell There's a pig up my nose by John Dougherty Wibbly Pig's Silly Big Bear By Mick Inkpen
Three Billy Goats Gruff	The Three Billy Goats Gruff: Ladybird First Favourite Tales by Irene Yates 	Troll, Billy goats, trip-trap, bridge, grass, gobble, small, middle sized large Meadow, first, second, third. Characters & their thoughts and feelings – bad & good	C&L LD EAD	Farmyard Friends: Gobbly Goat by Axel Scheffler The Greedy Goat by Petr Horacek Goat in a Boat by Lesley Sims The Troll by Julia Donaldson, James Robertson

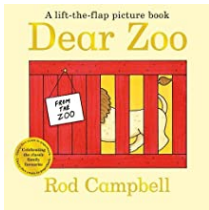
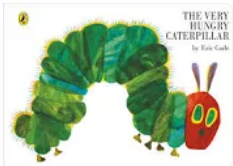
Autumn 2:				
Topic:	Book / Rhyme / Poem:	Core Vocabulary:	Key Areas of Learning to link with books:	Other texts to share during story times:
Autumn	Non-Fiction – What can you see in Autumn? By Sian Smith 	Autumn, season, leaves, trees, weather, colours months of autumn , things we might wear, things we might do, timings of sunlight	C&L UTW LD	We're Going on a Leaf Hunt by Steve Metzger Leaf Man by Lois Elhert Tap the Magic Tree by Christie Matheson
Celebrations – Bonfire night, Diwali, Christmas	Non-Fiction PowerPoints / videos of celebrations – Cbeebies.	Celebrate, Bonfire Night, Diwali-Hindus, Christmas – Christians Traditions, personal experiences	C&L UTW PSE	Other Non-fiction texts ordered from the Leicester Library service Dipal's Diwali / A Festive Feast – Twinkl Story books The Elf Chase by Martha Mumford Mog's Christmas by Judith Kerr Dear Santa by Rod Campbell Stick Man by Julia Donaldson
Owls / Light and Dark	Owl Babies by Martin Waddell 	Owls, owlet, nocturnal, nest, daytime, night time, trees branch, twigs, ivy, feathers, mice, woodland, fox.	C&L UTW PSE LD EAD	Wow! Said the Owl by Tim Hopwood This is Owl: A Flapping, Tapping, Clapping Interactive Book by Libby Walden I'm Not Sleepy! By Jonathan Allen There's an Owl in My Towel by Julia Donaldson Non-fiction – owls and owlets / nocturnal animals from CLS
The Gingerbread Man	The Gingerbread Man by Lesley Sims 	Old women, old man, gingerbread, oven, run , ran, animals within the story names / category. Fast, slow, swam, river, SNAP! Story setting, characters, first, middle, end	C&L LD EAD	Kids baking recipe books from CLS Retelling the story / creating your own with a different food creation? - e.g. (doughnut man)

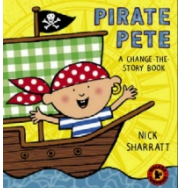

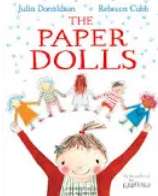
Spring 1:				
Topic	Book / Rhyme / Poem	Vocabulary	Key Areas of Learning to link with books	Other texts to share during story times:
Winter	Non-Fiction – What can you see in Winter? By Sian Smith 	Winter, season, leaves, trees, weather, snow, ice, frost, frozen Seasons cycle, months of winter, things we might wear, things we might do	C&L UTW LD	Red Sled by Lita Judge Squirrel's Snowman by Julia Donaldson One Snowy Night by Nick Butterworth
Arctic Animals	Lost and found by Oliver Jeffers 	Penguin, arctic, Antarctica, animals, bird, the world, beak, wings, flippers lost, found, lonely, friends, row boat, south pole	C&L LD UTW	Penguin by Polly Dunbar Could A Penguin Ride a Bike? by Camilla Bédoyère 365 Penguins by Jean-Luc Fromental
People who help us	Doctors: Miss Polly had a dolly rhyme	Doctor, nurse, medical, surgery, hospital, ambulance, sick, poorly, ill, hurt, Body and face parts – including wrist, ankle etc. appointment, prescription, medicine, better, feeling, emergency, mental health	C&L LD EAD UTW	Non fiction books from Leicester Library Services Head, shoulders, knees and toes song Busy People – Vet by Lucy M. George The Healthy Wolf by David Bedford
	Dentist: we're going to the Dentist – Campbell Books 	Teeth, being healthy, dentist, chair, mirror, toothbrush, toothpaste, decay, cavity, gums	C&L UTW PSE	Smile Crocodile Smile by An Vrombaut I want my Tooth! By Tony Ross

	Postal worker: Postman Bear by Julia Donaldson 	Postal worker, letter, packages, envelope, deliver/ delivery, post box, sorting office, royal mail	C&L LD UTW	Postman Pat – Episodes on Youtube The Thank You Letter by Jane Cabrera Can I Be Your Dog? by Troy Cummings
	School worker: Book Made by staff – all about people who help us at Knighton Mead	School, class, teacher, cook, cleaner, office, staff, care taker, safe, learn	C&L UTW	My Teacher is a Monster! (No, I am not) by Peter Brown Totally Wonderful Miss Plumberry by Michael Rosen Busy People – Teacher by Lucy M. George
	Fire Service: Busy People – Fire Fighters by Lucy M. George 	Fire service, fire engine, fire fighter, equipment, emergency, fire, safety, 999	C&L UTW	Non-fiction texts ordered from the Leicester Library service
	Police Service: Busy People – Police Officer by Lucy M. George 	Police service, police vehicles, police officer, emergency, safe, help, 999	C&L UTW	Non-fiction texts ordered from the Leicester Library service What the ladybird heard by Julia Donaldson Burglar Bill by Janet and Allan Ahlberg
Celebrations – Chinese New Year	Non-Fiction PowerPoints / videos of celebrations – Cbeebies.	Celebrate, Chinese New Year, Luck, year, celebration, around the world, food, lanterns, dragons	C&L UTW PSE	Other Non-fiction texts ordered from the Leicester Library service

Spring 2:				
Topic:	Book / Rhyme / Poem	Vocabulary	Key Areas of Learning to link with books	Other texts to share during story times:
Vehicles	Naughty Bus by Jan and Jerry Oke 	Transport, vehicles e.g. train, bus etc. comparing to past and present Ride, where, travel, compare to different places	C&L UTW LD	You Can't Take An Elephant On the Bus by Patricia Cleveland-Peck Mr Gumpy's Motor Car by John Burningham Mr Gumpy's Outing by John Burningham We all go travelling by by Sheena Roberts The Train Ride by June Crebbin Rhyme – The wheels on the bus
Jack and the Beanstalk	Jack and the Beanstalk (My Fairytale Time) by Miles Kelly 	Poor, rich, giant, beanstalk, growing, magic, beans, castle, gold, harp, chicken, eggs. Fiction / non fiction, story setting, characters, beginning, middle, end	C&L LD UTW	The Smartest Giant in Town by Julia Donaldson Jasper's Beanstalk by Nick Butterworth and Mick Inkpen Non-fiction books about growing from the Leicester Library Service
Farm Animals	Cock-A-Doodle-Do! Barmyard Hullabaloo by Giles Andreae 	Farm animals – cow, pig, rooster, chicken, sheep, horse etc. Tractor, farm, growing Where vegetables and meat come from. Maps / directional language	C&L LD UTW	1,2,3 Farm by Rod Campbell Rhyme – Old McDonald had a Farm Rosie's walk by Pat Hutchins Non-fiction books about animals from the Leicester Library Service

	<p>What the ladybird heard by Julia Donaldson</p> 			
Celebrations Easter /Spring / Mother's Day	<p>Non-Fiction PowerPoints / videos of celebrations – Cbeebies.</p>	<p>Celebrate, Easter – Christians, God, Jesus, Cross, chocolate eggs, chicks, new life, church</p>	<p>C&L UTW PSE</p>	<p>Other Non-fiction texts ordered from the Leicester Library service We're Going on an Egg Hunt by Martha Mumford</p>
	<p>Non-Fiction – What can you see in Spring? By Sian Smith</p> 	<p>Spring, seasons, leaves, trees, flowers, growing, weather, new life, buds, Seasons cycle, months of the year - spring</p>	<p>C&L UTW LD</p>	<p>One Springy Day: A Percy The Park Keeper Story by Nick Butterworth Spring is Here by Heidi Pross Gray</p>
	<p>People we love – The Family Book by Todd Parr</p> 	<p>Family/families, love, different, thank, help us, look after us, keep us safe people – relatives / family tree</p>	<p>C&L PSE</p>	<p>Mommy, Mama and Me – Everyone's Welcome text And Tango Makes Three (Classic Board Books) by Justin Richardson , Peter Parnell Monkey Puzzle by Julia Donaldson Love Makes a Family by Sophie Beer So much by Trish Cooke</p>

Summer 1:				
Topic	Book / Rhyme / Poem	Vocabulary	Key Areas of Learning to link with books	Other texts to share during story times:
Places	Handa's Surprise by Eileen Browne 	Africa, differences to uk, basket, fruit names, animal names, friends, kindness	C&L UTW PSE LD	Handa's Hen by Eileen Browne Handa's Noisy Night by Eileen Browne We All Went on Safari: A Counting Journey Through Tanzania by Laurie Krebs Coming to England by Baroness Floella Benjamin and Diane Ewen Baby Goes to Market by Atinuke Mama Panya's Pancakes: A Village Tale from Kenya by Mary and Rich Chamberlin Non-fiction books about Africa / England from the Leicester Library Service
Animals	Dear zoo by Rod Campbell 	Zoo animals – names, Meaning of a zoo, wild animals, pet, wrote, meaning of dear Habitats Meaning of words – naughty, grumpy, noisy	C&L LD	Rumble in the Jungle by Giles Andreae and David Wojtowycz Walking Through the Jungle by Julie Lacome The Great Pet Sale by Mick Inkpen The Tiger who came for Tea by Judith Kerr Non-fiction books about Zoo and Jungle animals from the Leicester Library Service
Minibeasts	The Very Hungry Caterpillar by Eric Carle 	Caterpillar, life cycle, egg, cocoon, butterfly, fruit, days of the week, day time, night time Healthy foods – balanced diet, Chrysalis Other insects habitats	C&L LD UTW	The Crunching Munching Caterpillar by Sheridan Cain Ten Wiggly Wiggly Caterpillars by Debbie Tarbett Mad About Minibeasts! by Giles Andreae Non-fiction books about minibeasts / caterpillar life cycle from the Leicester Library Service Supertato by Sue Hendra

Summer 2:				
Topic	Book / Rhyme / Poem	Vocabulary	Key Areas of Learning to link with books	
Adventures	Pirate Pete by Nick Sharratt 	Pirate, tales, story setting, characters, events. Maps, treasure, patch, ship, flag, boat Adventures, story telling	C&L LD EA&D	Pirates Love Underpants by Claire Freedman and Ben Cort Ten Little Pirates by Mike Brownlow Captain Firebeard's School for Pirates by Chae Strathie Polly Parrot Picks a Pirate by Penny Dann
Summer	Non-Fiction – What can you see in Summer? By Sian Smith 	Summer, seasons, weather, hot, clothing we might wear, sun safety Seasons cycle, months of the year – summer Seaside ...	C&L UTW LD	Toddle Waddle by Julia Donaldson Shark in the park by Nick Sharratt The Wonders of Summer by Kealy Connor Lonning Day At The Beach by Tom Booth
Moving on / Transition	All in a day poem by Judith Nicholls The Paper Dolls by Julia Donaldson 	School, growing up, moving on, excited, worried – feelings, change, ready What have you done in EYFS? Reflection upon the year	C&L PSE UTW	Harry and the dinosaurs go to school by Ian Whybrow Growing up – Titch by Pat Hutchins Shine by Sarah Asuquo