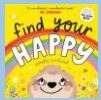




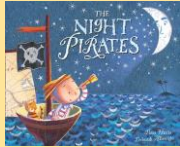


At Seghill First School we strive to provide children with the skills to be confident, resilient and independent learners. In Early Years we want children to feel happy, safe and be inspired by their learning. Children’s ideas and interests are developed through enchantments to the provision and high-quality interactions with staff. We want children to leave Early Years with secure foundations in all areas of the curriculum which they can build upon throughout the rest of their time at school.

| Characteristics of Effective Teaching and Learning | | | | | | |
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| To learn well, children must approach opportunities with curiosity, energy and enthusiasm. At Seghill the characteristics of effective teaching and learning are embedded throughout our curriculum and provision. | | | | | | |
| 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 & thinking critically: children have and develop their own ideas, make links between ideas, and develop strategies for doing things. | | | | | | |
| | Autumn | | Spring | | Summer | |
| | Autumn A | Autumn B | Spring A | Spring B | Summer A | Summer B |
| Topic | Marvellous me | Our Beautiful world | Once upon a time | Once upon a time | All Creatures great and small (Farms & animals) | Sea adventures (pirates) Travelling to a new place. |
| Core Texts | Find your happy The colour monster  | Whatever next How to catch a star  | Goldilocks and the three bears The three little pigs  | Jack and the beanstalk The gingerbread man  | The magic shoebox farm The enormous turnip  | The night pirates  |
| Linked text | Whoever you are Each peach pear plum See inside your body What I like most about me All about families Mouse’s first night at moonlight school Starting school Room on a broom Busy halloween | It’s Not a Stick It was a cold dark night Little acorn The snowman Spot's magical Christmas Lost and found | Mr wolfs pancakes Good little wolf Goldilocks and just one bear. Little red riding Hood | Jaspers Beanstalk plant the tiny seed yucky worms | The odd egg The very hungry caterpillar Oliver’s vegetables Dear zoo Hungry babies A squash and a squeeze. | Boo The blue giant The storm whale Somebody swallowed stanley. Ten little pirates The pirates are coming. |

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| Celebrations & Key events | Harvest Halloween | Bonfire night Children in need Diwali Christmas Remembrance Day | New Year Safer internet day Mother's Day Valentines Chinese New Year | Easter World book day | | Father's Day Sports week |
| Visits/visitors & parental engagement | Dentist (oral hygiene) Ambulance service Picture news Coffee morning | Firefighters Road safety Theatre visit Picture news Nativity Phonics workshop | Visit from the library service Railway safety Author visit Picture news Coffee morning Mother's Day Lunch Secret story teller | Police Hygiene - washing our hands Picture news Maths workshop Secret story teller | Vet Trip to the farm Picture news Healthy Eating Coffee morning | RNLI Lifeguard Picture news Father's Day Lunch Teddy Bear's Picnic Sports day |
| Area of Learning: Communication & Language | I can listen to an adult when I am actively involved in an interactive adult-led activity, in a small group. I demonstrate my attention and recall by joining in with repeated refrains and by filling in gaps within familiar songs and rhymes. I can keep a steady beat by tapping my knees to music. With familiar vocabulary, I can follow instructions containing three key words e.g. Put your shoes under the table. I can listen to and repeat words that are said to me. I select a familiar object based upon how it's used when you ask e.g. give me the one you use to eat with/cut with/read etc. I ask a variety of questions - what, who, where. I talk about what I am doing and what I have done. | | I can listen in a small group with visual support. I can follow body percussion sequences of three in the right order e.g. clap hands, tap knees, pat head. I can answer simple 'how' and 'why' questions in relation to my experiences, that require no inference e.g. "why is Posy crying?"(adult) "She falled over" (child). I can listen and repeat new words. I am able to communicate with unfamiliar adults. When playing I use my voice to communicate in the play. I play alongside other children who are engaged in the same pretend play theme as me, often in the same role. | | I listen to others in one-to-one or small group situations even if the topic is not following my own interests. I am able to follow directions when I am not focused on another task. I understand and follow instructions containing words related to time such as 'before,' 'after,' 'first,' 'last' and 'later.' I can answer simple problem solving questions, for example "What do you do when you're hungry/cold?" I am beginning to use my learnt vocabulary in my everyday speech and in the correct contexts. | |
| Area Specific Vocabulary | Vocabulary will be enhanced through stories and core texts as well as everyday teaching and learning. | | Vocabulary will be enhanced through stories and core texts as well as everyday teaching and learning. | | Vocabulary will be enhanced through stories and core texts as well as everyday teaching and learning. | |
| Evidence within the provision | Throughout the provision | | Throughout the provision | | Throughout the provision | |

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| Area of Learning: PSED | <p>I can wait my turn, when an adult is there to remind me, when I want to play on equipment e.g. going down the slide. I can choose what I want to do and find resources I need when playing. I select activities and resources with help from an adult. I can eat using a spoon and fork. I can tell you when I need the toilet. I tell an adult when I am hungry or tired. I like to be praised by adults and taking responsibility for carrying out small tasks. When it is on my own terms, I engage in simple pretend-play and talk to others as I play. I join in play with other children and initiate play with others.</p> | <p>I can take turns when I play simple games in a small group with an adult e.g. snap or a game of skittles. I can tolerate delay when my needs are not immediately met. I can tell you how I am feeling. I can pull my pants down and up and go to the toilet myself. I can wash my own hands. I can drink from a cup (one handled), holding it in only one hand. I actively seek out other children to play with and form friendships with other children. I keep play going by responding to what others say or do. Increasingly follow rules, understanding why they are important.</p> | <p>I enjoy the company of other children. I use words to negotiate rather than actions. I understand that my actions affect others. I am willing to participate in a wide range of activities. I usually adapt my behaviour to changes in routine or different social situations. I am confident in asking adults for help. I understand how to take turns as well as how to share. I show care and concern for younger children and my friends if they are upset. I initiate conversations with others and take account of what they say. Play with one or more other children, extending and elaborating play ideas. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Remember rules without needing an adult to remind them. Talk about their feelings using words like 'happy', 'sad', 'angry or 'worried'. Understand gradually how others might be feeling.</p> |
| Focus Vocabulary | <p>Vocabulary will be enhanced through stories and core texts as well as everyday teaching and learning. happy, sad, calm, angry, worries, safe, care, friendship, friend, help, community, people, neighbourhood, neighbour, rules, choice, healthy, unhealthy.</p> | | |
| Evidence within the provision | <p>Throughout the provision</p> | <p>Throughout the provision</p> | <p>Throughout the provision</p> |
| Area of Learning: Physical development | <p>I hold a pencil between my first two fingers and thumb to copy a circle and a cross. I draw a person with a head and usually one or two other features e.g. eyes and mouth. I can roll dough into balls and sausage shapes. I can stack ten wooden blocks. I can snip with scissors. I move freely in a range of ways, e.g. rolling, crawling, sliding, shuffling. I can run skillfully with wheeled toys, turning around obstacles and corners. I recognise something when shown only a small part of the object e.g. What's coming out of the box? When you show me half the object I can tell you what it is. I can find and point out to you specified features or items in</p> | <p>I can put my coat on myself. I can build three block 'bridges' to join my block towers together, when given a model to copy. I can draw a person with a head and legs. I can copy a 'V' shape. I cut with scissors. I can thread smaller beads and cotton reels onto a shoelace. I can hop on one foot. I can jump over low level obstacles. I can walk up 10 steps, right, left, right, left, without holding a rail. I can match an item to its 'shadow' e.g. I place the spade back on the shelf on top of its corresponding 'shadow' at tidy-up time. I can identify a missing/hidden object when we play 'hiding' games involving up to 4 objects. I recognise and point out familiar</p> | <p>I can put my coat on and zip it up. I can put my own wellies on. I can build three steps with six cubes, when given a model a copy. I can draw a person with a head, body and legs and, usually, arms and fingers. I can draw a recognisable house. I cut along a straight line. I can run smoothly with changes in speed, negotiating space successfully. I can jump off an object and land appropriately. I travel with increasing confidence and skill over, under, around and through equipment. I can climb low level ladders and trees using alternate hands and feet.</p> |

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| | books, pictures and my environment e.g. Can you find the tiny ladybird? | logos/branding in my environment e.g. noticing the Asda sign in a new place. | |
| Focus Vocabulary | transport, scissors, cut, snip, pencil, pen, paintbrush, round, long, short, jump hop, skip, jog, run, walk, balance, stop, go. | run, walk, throw, catch, ball, underarm pull, push, dance, movement, pencil, pen. | transport, scissors, cut, snip, pencil, pen, paintbrush, round, long, short, jump hop, skip, jog, run, walk, balance, stop, go, throw, catch, zip. |
| Evidence within the provision | Mark making area, variety of writing tools, mark of the week box, playdough disco, playdough table, funky fingers, loose parts, construction area, boxitech area, water area, suitcase sand, creative and painting area, outdoor environment (large movements) ipads. | Writing area, mark making area, variety of writing tools, mark of the week box, playdough disco, funky fingers, loose parts, construction area, boxitech area, water area, suitcase sand, creative and painting area, outdoor environment (large movements) ipads. | Mark making area, Get writing, variety of writing tools, mark of the week box, playdough disco, funky fingers, loose parts, construction area, boxitech area, water area, suitcase sand, creative and painting area, outdoor environment (large movements) ipads. |
| Area of Learning: Literacy | <p>I know that a story has a title.</p> <p>I sometimes talk about key features of my favourite stories.</p> <p>I am beginning to recognise stories that I like. I recognise familiar signs and symbols within the environment.</p> <p>I can identify and compare different sounds in the environment.</p> <p>I can listen to and distinguish between sounds from a range of musical instruments.</p> <p>I am beginning to recognise my name.</p> <p>I am beginning to recognise the initial sound in my name.</p> <p>I can make marks on paper and sometimes ascribe meaning to the marks I make.</p> | <p>I can talk about some of my favourite stories.</p> <p>I can talk about the characters and what is happening in the story.</p> <p>I know how to care for and handle books, turning one page at a time.</p> <p>I can repeat new vocabulary from stories I listen to.</p> <p>I can listen to and sometimes identify words that rhyme. I can repeat some rhyming words.</p> <p>I can copy and clap syllables.</p> <p>I can write the initial sound in my name.</p> <p>I can recognise my name.</p> <p>I can have a go at writing some of the letters in my name.</p> <p>I ascribe meaning to the marks I make when I draw or paint.</p> | <p>I actively listen to stories and can retell familiar stories. I listen to stories from beginning to end and can answer questions based on the story.</p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing <p>I can discuss new vocabulary and begin to use it in my everyday play.</p> <p>I am beginning to orally blend and segment some cvc words.</p> <p>I am developing phonological awareness, so I can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother <p>I can write the letters in my name.</p> <p>I can mark make for purpose, e.g. writing a shopping list, card, postcard.</p> |

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| Focus Vocabulary | book, story, front, back, words, pictures, draw, paint, sounds, loud, quiet. | book, story, front, back, words, picture, name, initial sound, favourite, rhyme, syllable. | illustrations, authors, stories, question, blend, initial sound, phonics, RWI. |
| Evidence within the provision | mark making area, boxitech area, painting area, playdough area, reading corner. | mark making area, boxitech area, painting area, playdough area, reading corner. | mark making area, boxitech area, painting area, playdough area, reading corner. I can write my name on pictures or paintings. |
| Area of Learning: Maths | <p>I can recognise most colours.</p> <p>I show an awareness of shapes and recognise the similarities and differences between them.</p> <p>I can compare some objects by size and use vocabulary such as big and small.</p> <p>I can take part in and learn some of the words to simple songs and rhymes.</p> <p>I am learning about number 1 and number 2.</p> <p>I recognise the number 1 and number 2.</p> <p>I have fast recognition of up to 3 objects, without having to count them.</p> <p>I can talk about, make and identify ABAB patterns.</p> | <p>I recognise numbers 1 to 6.</p> <p>I can say one number for each item in order 1,2,3,4,5.</p> <p>I can tell you how many I have in total up to 5 objects.</p> <p>I can show fingers up to 5.</p> <p>I can recognise numbers to 5 in a variety of contexts.</p> <p>I am beginning to compare quantities using words such as: 'more than', 'fewer than' when looking at small quantities of objects.</p> <p>I play with 2D and 3D shapes to create pictures and structures.</p> <p>I pick shapes that are appropriate. I know the names of some simple 2D shapes</p> | <p>I can confidently subitise up to 3.</p> <p>I can recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Talk about and explore 2D and 3D shapes Using informal and mathematical language:</p> <p>Understand position through words alone Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Select shapes appropriately.</p> <p>Combine shapes to make new ones.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Begin to describe a sequence of events.</p> |

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| Focus Vocabulary | colours, colour mixing, shape, size, big, small, round, flat, circle, square, triangle, pattern, repeating pattern, number 1, number 2, count. | 1,2,3,4,5,6, total, altogether, count, more than, fewer than, less than, quantity, shape, triangle, circle, rectangle, square, big, small, round, flat, side, corner. | 1 - 10, number, count, altogether, total, amount, more than, fewer than, less than, lots of, weight, heavy, light. size, tall, big, small, little, length, length, long, short, pattern, triangle, circle, square, rectangle. |
| Evidence within the provision | boxitech, jigsaws, home corner, Role play, suitcase sand, water, construction, loose parts, play dough. | maths area, boxitech, Role play, suitcase sand, water, construction, loose parts, play dough, investigation station. | maths area, boxitech, Role play, suitcase sand, water, construction, loose parts, play dough, Investigation station. |
| Area of Learning: Understanding the World | <p>I can explore my new indoor environment.</p> <p>I can investigate my new outdoor environment.</p> <p>I can see the changes occurring with the changing season - Autumn. Science</p> <p>I can ask curious questions about my environment. Science</p> <p>I can collect, investigate and explore natural materials. Science</p> <p>I am beginning to describe and talk about myself. History</p> <p>I can talk about my family and use photos to talk about them. History</p> <p>I am beginning to understand my own life story. History</p> <p>I am beginning to talk about where I live. Geography</p> <p>I can sometimes talk about and name people who are special.</p> <p>I can talk about things that happen in my life that are important to me. History</p> <p>I am beginning to understand and learn about different traditions and festivals. RE</p> <p>I am beginning to show an interest in different occupations.</p> | <p>I am beginning to follow a simple route.</p> <p>I am beginning to describe a simple familiar route.</p> <p>I notice the changes between seasons in my immediate environment. Science</p> <p>I am increasingly confident to talk about how I celebrate significant events in my life. History</p> <p>I am beginning to talk about things I find interesting, puzzling or wonderful about the world e.g. animals. Science</p> <p>I am beginning to recognise and retell stories connected with the celebration of Easter. RE</p> <p>I can talk about why Easter is a special time for Christians. RE</p> | <p>I am beginning to understand how I can help look after our local environment, and how I can make the village a nice place for people and animals to live. Geography</p> <p>I understand why we need to care for all living things. Science</p> <p>I can describe a familiar route.</p> <p>I am beginning to draw or make simple maps using photographs of my immediate environment. Geography</p> <p>I can talk about my immediate environment and the changes throughout the seasons. Science</p> <p>I am beginning to talk about things that have happened in my life, using words such as yesterday to talk about past events. History</p> <p>I can confidently talk about significant events within my life and begin to compare with others. History</p> <p>I am able to talk about significant people who help our local community. I can reflect and recall special events. History</p> <p>I can talk about somewhere that is special to me and why.</p> <p>I recognise there are different religions and why they are special. RE</p> <p>I am beginning to talk about some religious stories. RE</p> <p>I am beginning to say and talk about some religious words. RE</p> |

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| | | | I am beginning to talk about and identify some of my own feelings in the stories I hear. RE |
| Focus Vocabulary | Autumn, leaves, pine cones, tree, winter, classroom, nursery garden, field and meadow.. me, myself, family, Christmas, Christian, celebrate, christmas tree, christmas cards, presents, nativity, Jesus | Winter, Spring, weather, cold, frozen, snow, ice, melt, flowers, bulbs, seeds, grow, new life Holywell, house, village. Infront, behind, on, in. Birthday, family, Easter, new life, eggs, celebrate, | Summer, hot, map, school, through, across, straight, forward, on, in , under, behind, across, through. yesterday, police, nurse, doctor, remember when, church, mosque |
| Evidence within the provision | Outdoors, stories and story baskets, collections of loose parts, creative area, play dough, mark making areas, creative | Outdoors, stories and story baskets, collections of loose parts, creative area, play dough, mark making areas, creative | Outdoors, stories and story baskets, collections of loose parts, creative area, play dough, mark making areas, creative |
| Area of Learning: Expressive arts and design | I use less familiar themes within my pretend play but still based upon my first hand experiences e.g. pretending to go to the doctor or pretending to be a waiter at a restaurant. I can pretend without an object e.g. pretending my hand is a cup and drinking from it. I can substitute objects that do not resemble the real thing e.g. pretending a block is a bus on its way to the bus station. English I freely mark make controlled lines and shapes. I am beginning to talk about my drawings and paintings. I explore colour and how they change when mixed during independent play. Art I know how to and can use sellotape and glue effectively to hold materials together. I can use scissors to make snips and cut straight lines. I enjoy exploring materials to create models. DT I can listen with increased attention to sounds. I join in with singing. I know some nursery rhymes and request my favourite ones. I am enjoying learning new songs amd exploring instruments Music | I give my puppets, role play characters and small world characters a 'voice' so that they can 'talk' to each other. I play alongside other children who are engaged in the same pretend play theme as me, often in the same role. English I can Create closed shapes with continuous lines and I am beginning to use these shapes to represent objects such as a person with a head and limbs. Art I am beginning to choose shapes and materials to represent my ideas such as a box for a car or round lids for wheels. DT I am beginning to respond to what I have heard, and express my thoughts and feelings. I play instruments whilst I sing along to songs. I can choose appropriate instruments, e.g. a drum for a loud noise. Music | I am beginning to play imaginatively within themes I have not had first hand experience of but are often based upon favourite stories e.g. flying to the moon or being a pirate on a ship. I am beginning to pretend play with other children, each of us taking on different roles. I am starting to pretend using gestures, mime and unrealistic objects. English Drawings are beginning to include details such as facial details and fingers and toes on limbs. I draw increasingly detailed objects, and add a narrative to my work. I am beginning to use colour for a purpose in drawings and paintings. I am aware that I can create new colours by mixing two colours together. Art I can independently plan what I am going to create and use simple tools effectively. I choose appropriate shapes. Maths I can talk about the models and creations I make. DT Respond to what they have heard, expressing their thoughts and feelings. Music I can remember and sing entire songs we have learnt. I can sing the pitch of a tone sung by another person ('pitch match'). I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. I can create my own songs or improvise a song around I know Music |
| Focus Vocabulary | scissors, sellotape, glue, gluestick, cutting, snip, glue spreader. drum, tambourine, triangle, shaker, maracas. | model, attach, join | |

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| Evidence within the provision | Role play area, small world toys, reading corner, outdoors, sand, water, play dough, creative, mark making, painting. | Role play area, small world toys, reading corner, outdoors, sand, water, play dough, creative, mark making, painting. | Role play area, small world toys, reading corner, outdoors, sand, water, play dough |
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