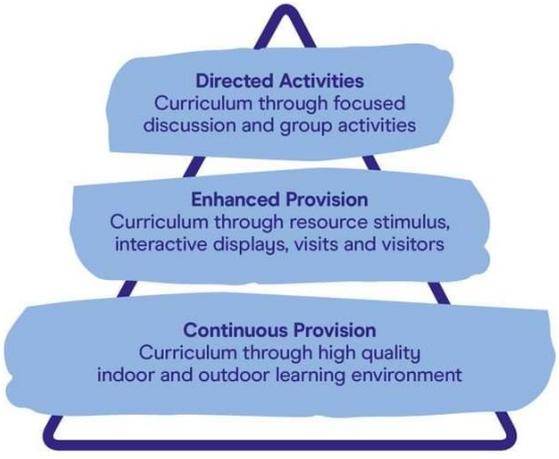


Knowle Primary School Super 6 Rational

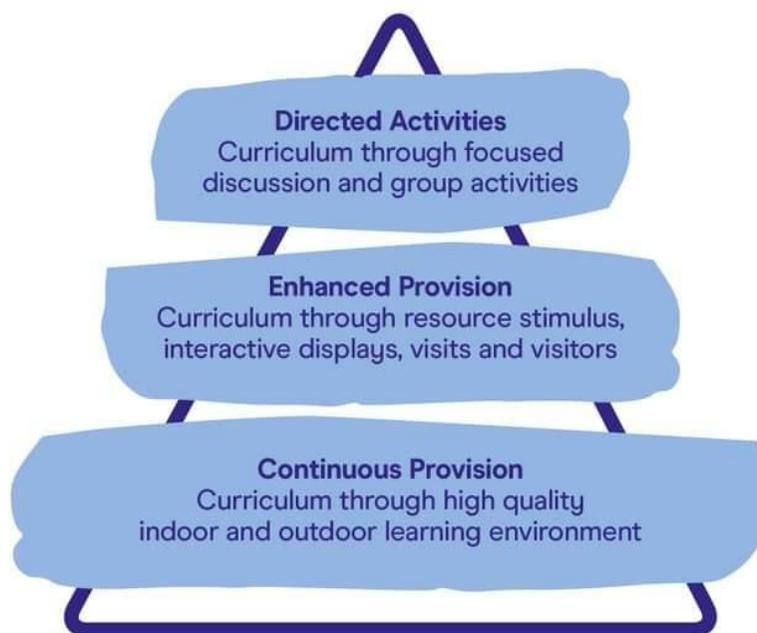
Intent	<p>Children’s social and economic backgrounds are a precipitating factor for a large proportion of speech and language needs within the unit. “Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes, and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling, and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.”</p> <p>Super 6 was created to ensure children were experiencing a breadth of books that challenge and develop children’s curiosity and understanding of the world with the child’s experience always remaining central to the thinking of every practitioner.</p> <p>Using the Super 6, the curriculum will be ambitious and carefully sequenced to help children to build their learning over time. Each stage of development will have their own Super 6 in recognition that 2-year-olds learn differently to 3- and 4-year-olds. Super 6 categories change when children are in reception to ensure children are being challenged.</p> <p>Super 6 intends to give the children the opportunity to achieve the best for themselves. We want the children to grow in confidence, having the courage and conviction to take risks in their learning and have ensured that a breadth of our stories challenges thinking and promotes healthy PSED. We want the children to have the opportunity to be creative, enthusiastic, and determined learners who show respect for themselves as well as others and that this carries through all that they do.</p> <p>Super 6 books will be shared with parents enhancing strong and respectful partnerships. This sets the scene for children to thrive in the early years.</p>
Implementation	<p>Our Super 6 is used to ensure the children are experiencing a range of tales and stories during their time in the EYFS. Staff use their expertise to build on children’s knowledge always enabling organic learning and challenge. All learning is new and progressive. The curriculum moves through a range of topics inspired by the EYFS curriculum and rigorous monitoring of children’s interests, schemes of play and stage of development.</p> <p>At Knowle Primary School all Super 6 titles have been carefully selected based specifically to meet the needs of our children and to provide them with the strongest possible start. This reflects the community and demographic that we serve.</p> <div data-bbox="949 1187 1508 1646" style="text-align: right;">  </div> <p>Children are placed at the heart of the curriculum. Every child is valued as unique and learning opportunities are adapted to meet their needs and interest ensuring that every child makes good progress, and no child gets left behind. Every child matters, every moment counts.</p>
Impact	<p>Children make better than good progress in all areas of their learning. Children develop a love of reading and a natural curiosity for the world around them. Children consistently make better than good progress in their language development. Children are prepared for KS1 and beyond showing ‘school readiness’ through a robust curriculum and range of texts that provide secure foundations for future progress through their school life.</p> <p>Children are consistently challenged in all stages of their Early Years education.</p>

Small Stones Super 6 (0-3)

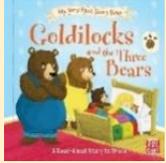
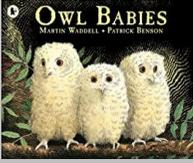
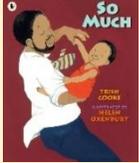
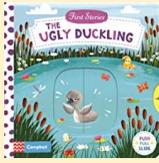
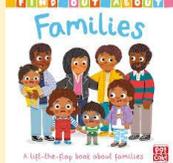
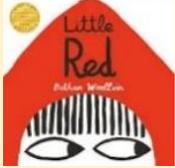
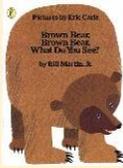
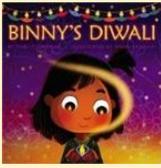
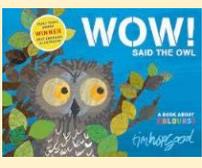
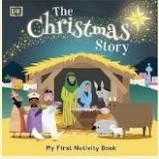
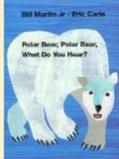
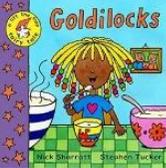
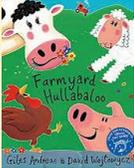
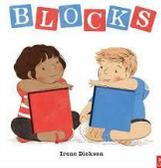
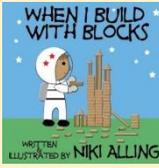
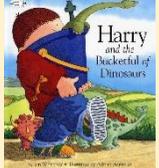
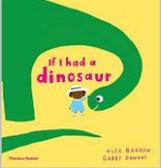
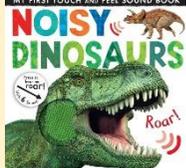
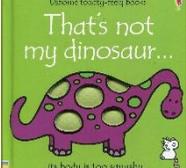
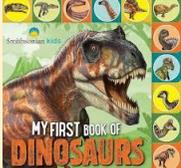
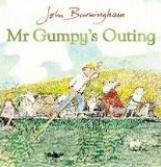
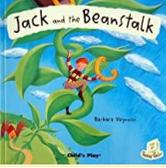
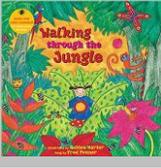
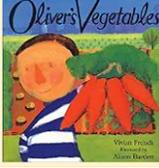
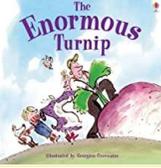
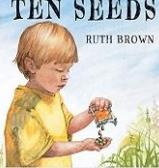
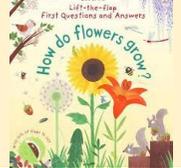
The Super 6 can stand alone as a document, referencing the 0-3 Development Matters statements in the EYFS.

The activities and Continuous Provision information can be used as appropriate to support or enhance planning.

When working in as unit, the 0-3 and 3-4 themes and topics can be rearranged to fit more closely with the older curriculum themes, e.g. if children are working across a mixed age EYFS unit, the topic and themes of the oldest age group can be followed, and the 0-3 Development Matters Statements woven into those themes.



Curriculum Text

0-3	Traditional Tale	Core Text	Rhymes, rhythm, and repeated refrains	Multi-Cultural /PSED	Wellbeing/ Growth Mindset	Non-Fiction	Songs, Rhymes and Poetry
Autumn 1/ Baseline It's Good to Be Me							Everybody do this, Just like me
Autumn 1/2 Colour							I Can Sing a Rainbow
Autumn 2 Winter							Here we Go Round the Mulberry Bush
Spring 1 Buildings and Homes							When Goldilocks went to the House of the Bears
Spring 2 Dinosaurs							The Big Dinosaurs Go Stamp, Stamp, Stamp
Summer 1 Water							5 Little Speckled Frogs
Summer 2 What's Outside?							1, 2, 3, 4, 5, Once I Caught a Fish Alive

Curriculum Text

O-3	Autumn 1/ Baseline It's Good to be Me	Autumn 1/2 Colour	Autumn 2 Winter	Spring 1 Buildings and Homes	Spring 2 Dinosaurs	Summer 1 Water	Summer 2 What's Outside?
Key Dates	<p><i>Settling sessions</i></p> <p><i>Black History Month</i></p> <p><i>Harvest Festival</i></p> <p><i>Halloween</i></p> <p><i>Diwali</i></p>	<p><i>Settling sessions</i></p> <p><i>Black History Month</i></p> <p><i>Harvest Festival</i></p> <p><i>Halloween</i></p> <p><i>Diwali</i></p>	<p><i>Halloween</i></p> <p><i>Diwali</i></p> <p><i>Bonfire Night</i></p> <p><i>Remembrance Day</i></p> <p><i>Christmas</i></p> <p><i>Christmas Lunch</i></p>	<p><i>New Year</i></p> <p><i>Chinese New Year</i></p> <p><i>Valentines Day</i></p>	<p><i>Pancake Day</i></p> <p><i>World Book Day</i></p> <p><i>Holi</i></p> <p><i>Mother's Day</i></p> <p><i>Ramadan</i></p> <p><i>Easter</i></p>	<p><i>Ramadan/ Eid</i></p> <p><i>St George's Day</i></p>	<p><i>Father's Day</i></p> <p><i>Sport's Day</i></p>
Parent Involvement	<p><i>Stay and Play session (reading/ phonics focus)</i></p> <p><i>1:1 parent meeting</i></p>	<p><i>Stay and Play session (reading/ phonics focus)</i></p> <p><i>1:1 parent meeting</i></p>	<p><i>Nativity</i></p> <p><i>Stay and Play (Christmas craft focus)</i></p> <p><i>Art/ Dt Exhibitions</i></p>	<p><i>1:1 parent meeting</i></p>	<p><i>Stay and Play (Easter focus)</i></p>	<p><i>1:1 parent meeting</i></p>	<p><i>Summer Fair</i></p> <p><i>Sport's Day</i></p>
C&L	<p>Identify familiar objects and properties when described, e.g. 'blue car'</p> <p>Understand single words in context.</p> <p>Songs and rhymes</p> <p>Develop pretend play related to text.</p>	<p>2 words modelled e.g. green apple, brown bear</p> <p>Single channelled attention</p> <p>Using and understanding core vocabulary</p>	<p>Simple instructions</p> <p>Identify objects 2 word- red car</p> <p>Winter treasure basket</p> <p>Sit for short stories and songs</p>	<p>Q: what, who, where?</p> <p>Instructions- build, knock down tower</p> <p>Turn taking</p>	<p>Vocab: opposites</p> <p>Identify familiar objects- 2-word level</p> <p>Matching games</p> <p>Describe props</p>	<p>Develop vocab</p> <p>Elklan: size</p> <p>Develop attention</p>	<p>Elklan: time: 'now' and 'later'.</p> <p>Understand an increasing vocabulary for function</p>
Physical	<p>Develop simple hand co-ordination.</p> <p>Gain control of body through large movements.</p>	<p>Fine motor: develop control</p> <p>Healthy eating habits</p> <p>Large movement from the shoulder: streamers, flags, pulleys, etc.</p>	<p>Dressing: coats, zips</p> <p>Clothing for weather</p> <p>Tweezers</p>	<p>Build independently</p> <p>Self-care</p>	<p>Self-help- buttons, zips, pouring</p> <p>Manipulation and control</p>	<p>Coordinate movement to play and explore</p> <p>Can pour</p>	<p>Explore different materials and tools with developing accuracy.</p> <p>Can pedal a tricycle or ride a scooter using increased independence and skill.</p>

Curriculum Text

PSED	<p>Feel emotionally safe with key person.</p> <p>Express a range of emotions.</p> <p>Develop a sense of own identity.</p>	<p>Learning Knowle routines</p> <p>Preferences and interests</p> <p>Turn taking</p>	<p>Range of emotions: effortful control</p> <p>Circle games</p> <p>Winter feely bag</p>	<p>Play collaboratively</p> <p>Share equipment</p> <p>Feelings- happy sad</p> <p>I'm happy when...</p>	<p>Develop friendships</p> <p>Simple pretend play</p>	<p>Develop sense of self</p> <p>Feel valued and belong</p> <p>select appropriate equipment and use with increasing independence</p>	<p>Start to develop a sense of responsibility for the environment and community around them</p>
Literacy	<p>Explore text through linked activities.</p>	<p>Vocab: Colour names</p> <p>Naming fruits at snack time</p>	<p>Enjoying stories</p> <p>Build vocab</p> <p>Retell with props</p>	<p>Repeat words and phrases from story</p> <p>Share ideas</p> <p>Ask questions</p>	<p>Repeat words and phrases from story</p> <p>Enjoy drawing freely</p> <p>Opposites</p> <p>Make marks using range of materials</p>	<p>Notice some print</p> <p>Develop play around stories using props</p>	<p>Starting to understand that print has meaning</p>
Maths	<p>Develop counting-like behaviours</p> <p>Combine objects like stacking blocks Put objects inside others and out again.</p> <p>Develop sorting behaviours.</p>	<p>Rhyme basket</p> <p>5 in a bed (3)</p> <p>5 little bears went walking one day</p>	<p>Quantity: lots, more, same</p> <p>Counting like behaviours</p> <p>Begin/ sequence</p>	<p>Counting objects</p> <p>Make towers</p> <p>Count 123 and beyond</p> <p>Elklan: position</p>	<p>Compare size</p> <p>Compare weight</p> <p>Elklan: size, Measurement</p> <p>Inset puzzles</p> <p>Sorting</p>	<p>Compare size</p> <p>Elklan: size</p>	<p>Compare amounts, saying 'lots', 'more' or 'same' using a variety of different real-life situations</p>
UW	<p>Explore natural materials indoors and outdoors.</p> <p>Make connections between the features of their family and other families.</p>	<p>Respond to nature: weather</p> <p>Texture exploration</p> <p>Add chalk, colour to puddles/ water</p>	<p>Notice weather</p> <p>Appropriate clothes</p> <p>Frost, snow</p> <p>Trees changing: Find sticks</p>	<p>Explore materials</p> <p>Cause and effect</p>	<p>Photos of families</p> <p>Make connections in the features of their families</p>	<p>Explore and respond to different natural phenomena</p> <p>Encourage exploration, curiosity and respect for living things</p>	<p>To encourage fascination and curiosity for living things</p> <p>To develop respect for living things.</p>
EAD	<p>Explore paint through year</p> <p>Join in with songs and rhymes</p>	<p>Make marks intentionally</p> <p>Fruit printing</p> <p>Colour exploration</p>	<p>Action Songs</p> <p>Mark making- paints</p> <p>Shapes with sticks</p>	<p>Instrument: make sounds</p> <p>Use materials to make desired effect</p>	<p>Songs and rhymes from memory- key words or repeated</p> <p>Explore senses</p>	<p>Actions songs</p> <p>Develop pretend play linked to story</p>	<p>Use imagination as they consider what they can do with different materials</p>

Curriculum Text

	Show attention to sounds and music.				Printing		
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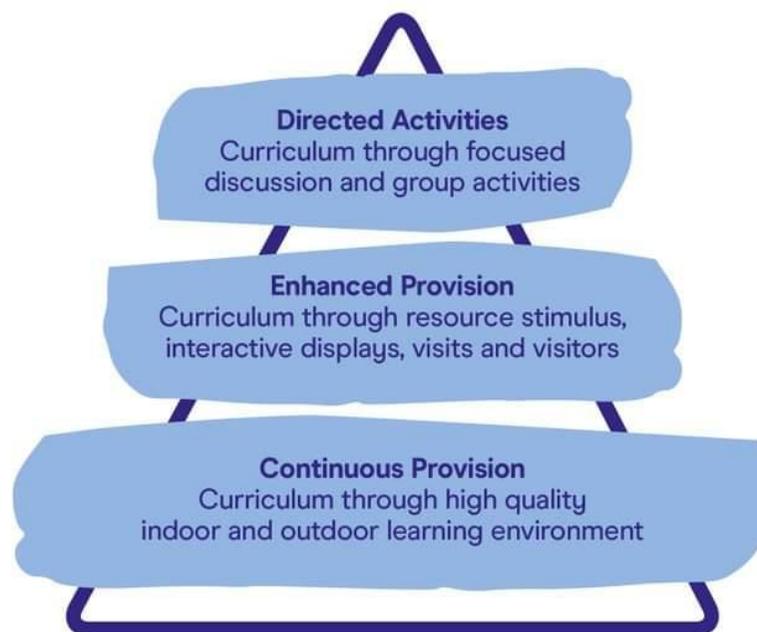
Big Stones Super 6 – Cycle 1 (3-4)

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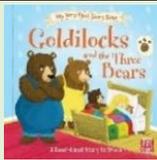
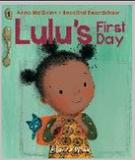
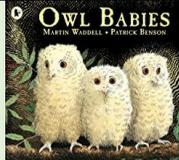
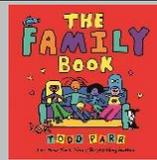
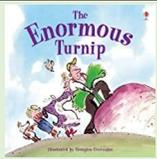
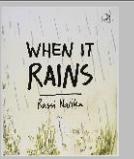
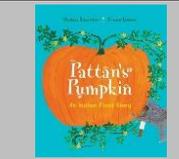
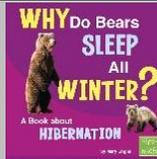
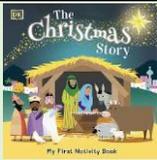
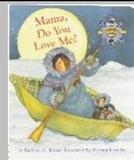
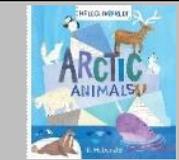
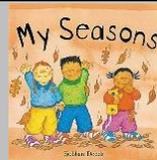
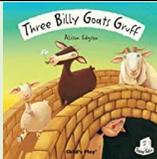
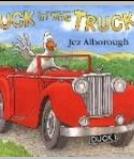
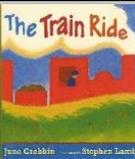
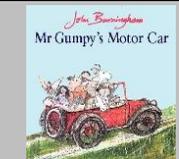
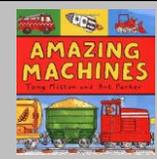
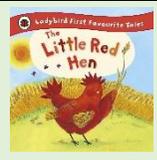
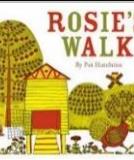
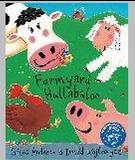
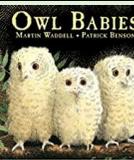
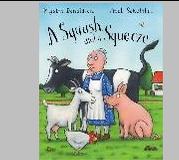
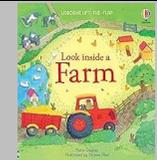
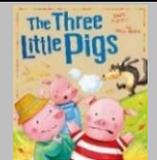
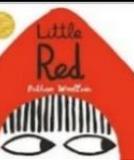
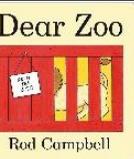
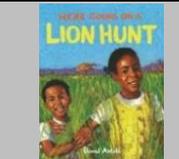
The activities and Continuous Provision information can be used as appropriate to support or enhance planning.

When working in as unit, the 0-3 and 3-4 themes and topics can be rearranged to fit more closely with the older curriculum themes, e.g. if children are working across a mixed age EYFS unit, the topic and themes of the oldest age group can be followed, and the 0-3 Development Matters Statements woven into those themes.

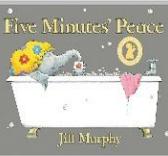
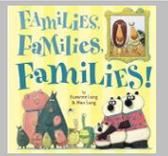
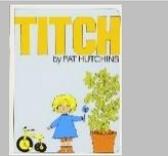
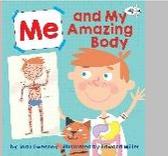
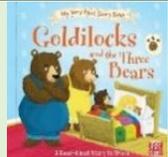
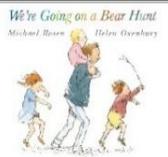
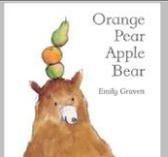
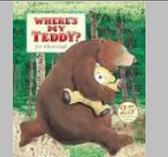
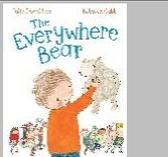
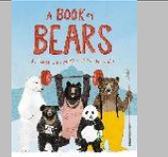
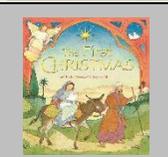
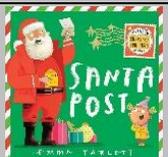
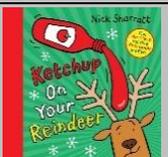
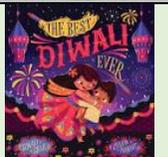
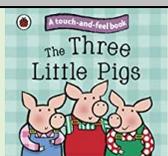
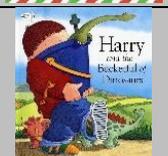
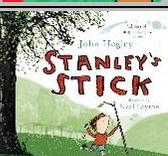
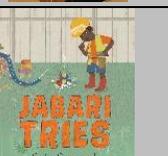
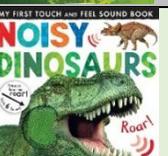
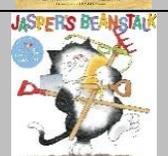
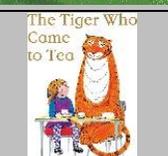
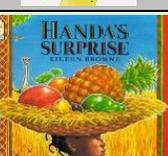
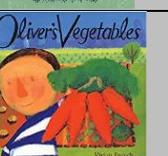
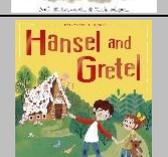
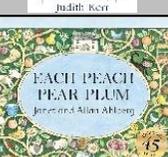
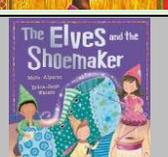
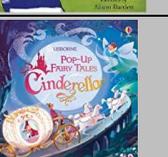
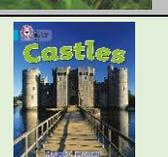
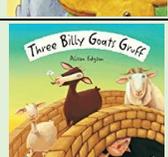
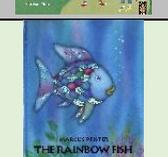
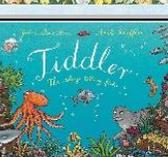
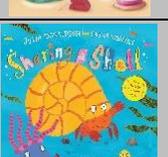
The 3-4 MTP has 2 cycles which track the same Development Matters statements across a different theme.



Cycle 1

	Traditional Tale	Quality Text	Rhymes, rhythm, and repeated refrains	Multi-Cultural /PSED	Wellbeing/ Growth Mindset	Non-Fiction	Songs, Rhymes and Poetry
Autumn 1/ Baseline Marvellous Me							If You're Happy & you Know It. If You're Wearing Red Shake Your Head. Heads, Shoulders, Knees, & Toes. Put your Finger on your Nose. Miss Poly Had a Dolly. Twinkle Star.
Autumn 1/2 It's Getting Cold outside							I Hear Thunder. Rain, Rain Go Away. Incy Wincy Spider. It's Raining, it's Pouring.
Autumn 2 Polar Express							5 Little Snowmen. Snow Poems compiled by John Foster.
Spring 1 On the Move							The Wheels on the Bus. Row, Row, Row Your Boat. Down By the Station. Early In the Morning.
Spring 2 On the Farm							Old MacDonald Had a Farm. The Farmer's in his Dell. Baa, Baa Black Sheep.
Summer 1 Once Upon a Time 1							This Little Pig Went to Market. There Was a Princess Long Ago.
Summer 2 All Creatures Great and Small 1							B-I-N-G-O. Here is the Beehive. Five Little Ducks. Three Blind Mice. Five Little Monkeys.

Cycle 2

3-4	Autumn 1/ Baseline Look at Me	Autumn 1/2 Bears	Autumn 2 Special Days	Spring 1 Toys	Spring 2 Food Glorious Food	Summer 1 Once Upon a Time 2	Summer 2 All Creatures Great and Small 2
Traditional Tale							If You're Happy & you Know It. If You're Wearing Red Shake Your Head. Heads, Shoulders, Knees, & Toes. Put your Finger on your Nose. Miss Polly Had a Dolly. Twinkle Star.
Quality Text							Teddy Bear, Teddy Bear, Turn Around. 5 Little Bears Meeting in the Wood. 5 In a Bed
Rhymes, rhythm, and repeated refrains							Nativity Songs. The Rama and Sita song.
Multi-Cultural /PSED							I've got no string. Teddy Bear's Picnic. Train is a-coming. Miss Polly had a Dolly. Humpty Dumpty. Pat-a-cake.
Wellbeing/ Growth Mindset							5 Fat Sausages. 5 Currant Buns. One, Potato, Two Potato.
Non-Fiction							When Goldilocks Went to the House of the Bears. Bear Went Over the Mountain. Diddle, Diddle Dumpling. Jack and Jill.
Songs, Rhymes and Poetry							One, two, three, four, five, Once I caught a fish alive. A Sailor Went to Sea.

Curriculum Text

3-4	Autumn 1/ Baseline Marvellous Me/ Look at me!	Autumn 1/ 2 It's Getting Cold Outside/ Bears	Autumn 2 Polar Express/ Special Days	Spring 1 On the Move/ Toys	Spring 2 On The Farm/ Food Glorious Food	Summer 1 Once Upon a Time 1&2	Summer 2 All Creatures Great and Small 1&2
Key Dates	Settling sessions Black History Month Harvest Festival Halloween Diwali	Settling sessions Black History Month Harvest Festival Halloween Diwali	Halloween Diwali Bonfire Night Remembrance Day Christmas Christmas Lunch	New Year Chinese New Year Valentines Day	Pancake Day World Book Day Holi Mother's Day Ramadan Easter	Ramadan/ Eid St George's Day	Father's Day Sport's Day
Parent Involvement	Stay and Play session (reading/ phonics focus) 1:1 parent meeting	Stay and Play session (reading/ phonics focus) 1:1 parent meeting	Nativity Stay and Play (Christmas craft focus) Art/ Dt Exhibitions	1:1 parent meeting	Stay and Play (Easter focus)	1:1 parent meeting	Summer Fair Sport's Day
C&L	Talk about self and family Pay attention to more than one thing Listen to others when 1:1 Join in with rhymes and refrains	Listen Remember Recall	Longer stories Remember sequence Story props Vocab Understand instruction containing 3 or 4 key words Use simple sentences. Listen to others in small groups	Talk to organise play Rhythm and rhyme Repeated refrains Sequence story	Past event, support tenses Widen vocabulary Vocab reflects experience of books Know many rhymes and songs Tell a long story Retell and make simple predictions	Understand recall/retell questions Begin to understand why questions Retell a long story Use longer sentences 4-6 words	Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Can start a conversation with an adult or a friend and continue it for many turns. Listen and do during activities for short amount of time
Physical	Draw a man Music and stop Run and run and stop	Able to choose resources, choose, use, replace Balancing Riding	Clothing for the weather 'Walking in the air' movement	Move to music and rhythm Pencil grip development	Healthy eating Model using a knife and fork	Match their developing skills to tasks Choose resources to carry out their plan	Use a comfortable grip with good control when holding pens and pencils

Curriculum Text

	<p>Follow the leader</p> <p>Statues-balance</p> <p>Crossing the midline</p> <p>Climbing</p>	<p>Ball skills</p> <p>Climbing confidently</p> <p>Dressing independently</p>	<p>Develop riding skills (bikes and scooters)</p> <p>Explore body tension</p> <p>Control using jugs, hammers, mark making tools</p> <p>Use of scissors</p>		<p>Model range of movement, e.g. crawl, hop, skip</p> <p>Use scissors effectively</p>	<p>Collaborate with others to manage large items</p> <p>Use one handed tools and equipment</p> <p>Sport's Day</p> <p>Developing letter formation and pencil grip</p>	<p>Continue to develop their movement, balancing, riding and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p>
PSED	<p>Settling in, building relationships</p> <p>Self-help skills</p> <p>Shoes</p> <p>Coat</p> <p>Coat peg</p> <p>Sense of self</p>	<p>Following rules and routines</p> <p>Feelings: happy, sad, angry, worried</p> <p>Understanding others' feelings</p> <p>Independently brushing teeth</p>	<p>Feelings of characters- Sentence stems</p> <p>Pass the toy- turn taking</p>	<p>Show care and concern for living things</p> <p>More awareness of feelings and what may cause them</p> <p>Feeling vocab modelled</p>	<p>Caring for animals and plants</p> <p>Negotiate roles in their play</p> <p>Model solutions- turn taking, sharing</p> <p>Caring for the environment</p> <p>Attracting wildlife</p> <p>Talk about achievements</p>	<p>Select and use resources to help achieve a goal</p> <p>Develop their sense of responsibility as a member of the community</p> <p>Talk about feelings: happy, sad, angry, worried</p> <p>Begin to understand how others are feeling</p>	<p>Develop appropriate ways of being assertive.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people.</p> <p>Show more confidence in new social situations.</p> <p>Help to find solutions to conflicts and rivalries.</p> <p>Transition to school</p>

Curriculum Text

<p>Literacy</p>	<p>Name card recog L&A: listening skills Draw a man (A) Fill in missing words in stories Handle books with care</p>	<p>Talk about stories- suggest story endings Rhyme- tuning in</p>	<p>Cards, invitation, post box Syllables Match initial sounds Name recognition Make mark for name Introduce in the moment Fred games, 'get your b, a, g. Retell simple stories (T4W)</p>	<p>Rhythm Rhyme awareness T4W mapping</p>	<p>Use some of their print and letter knowledge e.g. shopping list Phonological knowledge- environmental sounds, exploring speech sounds Understand key concepts of print- pages, left to right Spot rhyme Hear initial sounds Recognize and copy their name Develop simple stories (Invention T4W)</p>	<p>Understand 5 key concepts about print Engage in extended conversations about stories, learning new vocabulary Use some print and letter knowledge in early writing Write some or all of their name Write some letters accurately</p>	<p>Use some of their print and letter knowledge in their early writing Write some or all of their name. Write some letters accurately. Understand the five key concepts about print: Develop their phonological awareness Talk about familiar books</p>
<p>Maths</p>	<p>Number songs to 3 2 Dickie Birds 3 little Ducks 3 monkeys jumping 3 currant buns Colours Sorting Patterns</p>	<p>Number rhyme: 5 in a bed Recite 1-5 'Show me' on fingers Shape for building Positional language Compare size Colours Sorting Patterns</p>	<p>2D shape Elklan: shape 2D pictures/ cards Notice patterns 1:1 correspondence Recite beyond 5 Size Number songs with fingers Counting Principles Comparison: weight, size, capacity</p>	<p>Pattern ABAB 1:1 correspondence 1-5 Subitize 1-3 Mathematical mark making 3D shape- building Elklan: time first, next, then Cardinal principle Understanding of 1 Understanding of 2 Understanding of 3</p>	<p>Sorting and matching- same and different Shape- 3D- using informal and math language Link numerals and amounts Finger numbers up to 5 Number songs and rhymes 1:1 correspondence Subitize Elklan: positional and directional language Measure: size, weight, capacity</p>	<p>Fast recognition up to 3 Compare quantities: more than, fewer than Solve real world math problems up to 5 show right number of objects and match numeral to 5 Make comparison to weight and capacity Language of time: first, then Elklan: Space positional language</p>	<p>Make comparisons: size, length, weight, capacity. Notice and correct errors in a repeating pattern. Weight Capacity Positional Language Show the right number of objects to match the numeral up to 5 Begin to show 'finger numbers' up to 5</p>

Curriculum Text

					<p>Understanding of 4</p> <p>Understanding of 5</p> <p>Understanding of 6</p>	<p>Orally count beyond 5</p> <p>Properties of shapes</p> <p>Order simple events of their day</p> <p>Size- long, tall, short, comparing length</p>	<p>Compare quantities: 'more than', 'fewer than'</p> <p>Solve real world mathematical problems with numbers up to 5</p> <p>Experiment with their own symbols and marks as well as numerals.</p>
<p>UW</p>	<p>Families</p> <p>Key Vocab: mum, dad, brother, sister, grandparents</p> <p>Baby photos</p> <p>Dolls house</p> <p>Jobs at home and out of home (who do we want to be?)</p> <p>Body parts (head, shoulders, knees, toes)</p>	<p>Homes for bears 'habitats (states & changes- freeze, melt, hot, cold, seasonal)</p> <p>Link 'where bear'</p> <p>Natural materials, textures, explore with senses</p> <p>Maps- route, sequence</p> <p>Different countries. We live here (UK)</p> <p>Bears live (brown, panda, polar)</p>	<p>Celebrations: similarities and differences</p> <p>Link to Guru Nanak (or children's own family celebrations (Diwali, Hanuka, Bonfire night, Remembrance etc)</p> <p>Light and dark</p>	<p>Vehicles</p> <p>Push/ pull</p> <p>Float/ sink</p> <p>Compare distance</p> <p>Sorting</p> <p>Elklan: movement</p> <p>Chinese New Year</p>	<p>Model key vocab</p> <p>Planting- care for plants</p> <p>Grow cress</p> <p>Egg incubator (YouTube)</p> <p>Sequence of life cycle</p> <p>Vocab- animal names</p> <p>Similarities and differences</p> <p>Caring for animals- pets</p> <p>Pancake Day</p> <p>Being healthy</p>	<p>Use senses in hands-on exploration of natural materials</p> <p>Explore materials with similar or different properties</p> <p>Talk about the differences between materials and the changes noticed</p> <p>Talk about what they see- widen vocab</p>	<p>Talk about what they see, using a wide vocabulary.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Different animals in different countries</p> <p>Understand the key features of life cycles</p>

Curriculum Text

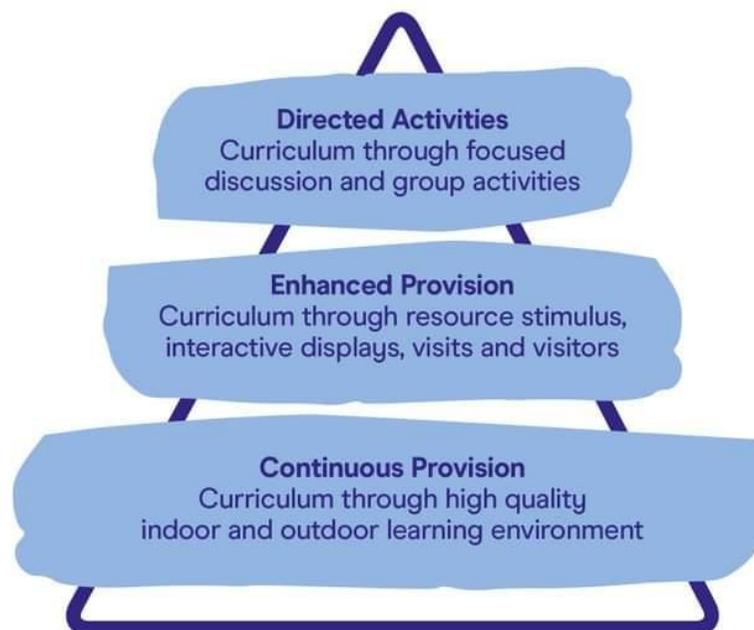
<p>EAD</p>	<p>Draw a man: eye colour hair colour</p> <p>Mirror</p> <p>Self-portraits</p> <p>Baby sequence role play</p> <p>Create sounds</p>	<p>Texture</p> <p>Colour mix</p> <p>Story map</p> <p>Create small worlds, dens for bears</p> <p>Goldilocks house</p> <p>Leaf rubbings</p> <p>Enjoy music</p>	<p>Perform songs</p> <p>Singing voices- tone/ pitch</p> <p>Colour mixing</p> <p>Make cards, wrap, fixing tools</p> <p>Nativity role play</p> <p>Self-portraits increase detail</p>	<p>Music: name, model, feelings, instruments</p> <p>Speed of music- speed of vehicles</p>	<p>Colour mixing</p> <p>Collage</p> <p>Printing materials</p>	<p>Use drawing to represent ideas</p> <p>Join different materials and explore different textures</p> <p>Create closed shapes to represent objects</p> <p>Draw with increasing complexity and detail</p> <p>Use tools for purpose</p>	<p>Explore colour and colour-mixing.</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Draw with increasing complexity and detail.</p> <p>Create closed shapes with continuous lines</p>
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Reception Super 6 – Year 1 Rolling

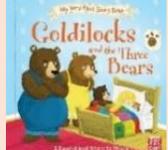
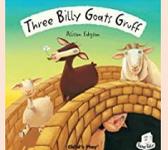
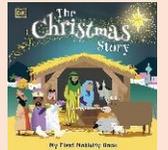
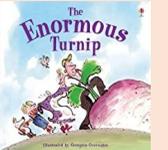
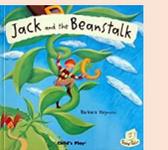
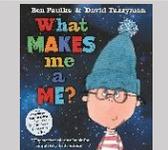
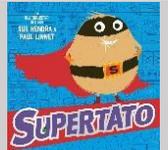
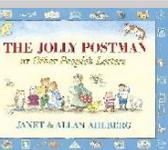
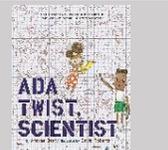
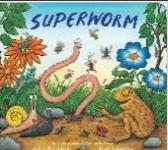
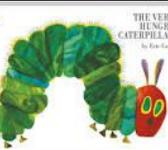
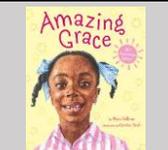
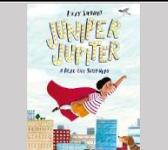
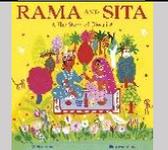
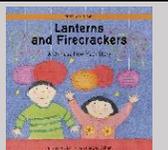
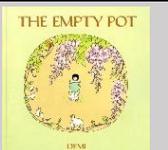
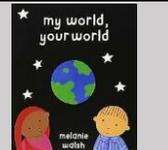
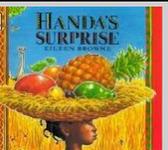
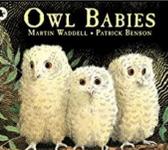
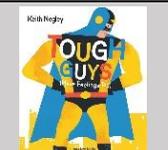
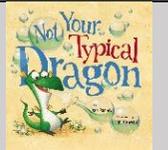
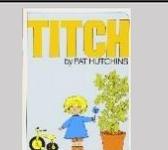
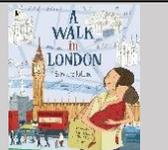
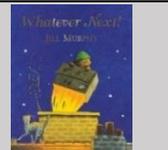
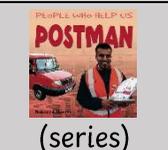
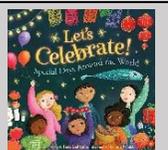
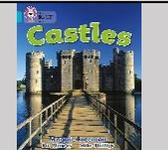
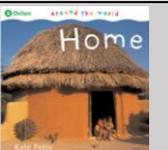
The Super 6 can stand alone as a document, referencing the Reception Development Matters statements in the EYFS.

The activities and Continuous Provision information can be used as appropriate to support or enhance planning.

When working in a unit across the EYFS, the Reception topics and themes can lead the curriculum for the younger age groups. If children are working across a mixed age EYFS unit, the topic and themes of the oldest age group can be followed, and the 0-3 and 3-4 Development Matters Statements woven into those themes.



Curriculum Text

4-5	Autumn 1/ Baseline Me and My World	Autumn 1/2 My Heroes	Autumn 2 Standing Ovation	Spring 1 Castles, Knights and Dragons	Spring 2 Spring in our Step	Summer 1 Where we Live	Summer 2 Science Detectives
Traditional Tale							
Quality Text							
Rhymes, rhythm, and repeated refrains							
Multi-Cultural /Challenge							
Well-being / Growth Mindset							
Non-Fiction		 (series)					
Songs, Rhymes and Poetry	If you're happy and you know it. If you go into the woods today. Teddy bear, teddy bear. 5 little bears meet in the wood. 5 in a bed.	5 superheros. If I was a super hero. I'm a super hero. Superhero parade. How to be a superhero.	Let's celebrate. Festival poems from around the world by Debjani Chatterjee and Brian D'Arcy. The rama and sita song.	The grand old duke of york. Sing a song of six pence. There was a princess long ago. Humpty dumpty. Pussycat pussycat. Old king cole. The queen of hearts.	There's a tiny caterpillar on a leaf.	Simple songs from different countries e.g. Tenó uma boneca (Mozambique), Shake The Papaya Down (Jamaica), Frere Jacques (France), Pusi Nofo (Hey cat, Samoa) Mango Walk (Trinidad) La Cucharara (Mexico)	Commotion in the ocean by Giles Andreae

Curriculum Text

4-5	Autumn 1/ Baseline Me and My World	Autumn 1/2 My Heroes	Autumn 3 Standing Ovation	Spring 1 Castles, Knights and Dragons	Spring 2 Spring in Our Step	Summer 1 Where We Live	Summer 2 Science Detectives
Key Dates	<i>Settling sessions Black History Month Harvest Festival Halloween Diwali</i>	<i>Settling sessions Black History Month Harvest Festival Halloween Diwali</i>	<i>Halloween Diwali Bonfire Night Remembrance Day Christmas Christmas Lunch</i>	<i>New Year Chinese New Year Valentines Day</i>	<i>Pancake Day World Book Day Holi Mother's Day Ramadan Easter</i>	<i>Ramadan/ Eid St George's Day</i>	<i>Father's Day Sport's Day</i>
Parent Involvement	<i>Stay and Play session (reading/ phonics focus) 1:1 parent meeting</i>	<i>Stay and Play session (reading/ phonics focus) 1:1 parent meeting</i>	<i>Nativity Stay and Play (Christmas craft focus) Art/ Dt Exhibitions</i>	<i>1:1 parent meeting</i>	<i>Stay and Play (Easter focus)</i>	<i>1:1 parent meeting</i>	<i>Summer Fair Sport's Day</i>
C&L	<i>Engage in story time Learn and use new vocab Listening and attention Articulate ideas and thoughts Engage with non- fiction books</i>	<i>Ask questions Listen to and talk about stories</i>	<i>Vocab Rhyme- poem and song Listen and talk about the story Talk about self, family, culture, personal celebrations</i>	<i>Vocab: connectives Make predictions Retell story Listen and say rhymes and songs</i>	<i>New vocab Use talk to solve problems and organise thinking Explain how things work and why they might happen Ask Qs to find out more and check understanding</i>	<i>Listen to and talk about stories to build understanding Link events in a story to own experiences Articulate ideas Describe events in some detail</i>	<i>Articulate ideas and thoughts in well- formed sentences Learn and use new vocab Retell story using refrains and own words</i>
Physical	<i>Know how to keep healthy Manage the school day successfully Developing grip</i>	<i>Coordination and control in movement Use tools competently Safe handling</i>	<i>Gain control Negotiate space Coordination, balance use tools competently and safely</i>	<i>Use large and small apparatus Fine motor skills- tools</i>	<i>Know how to keep healthy Revise and refine fundamental movement skills Pencil grip and control</i>	<i>Develop and refine ball skills Develop competence and accuracy with ball skills</i>	<i>Competence and accuracy with ball skills Know how to keep healthy Overall body strength and co-ordination.</i>

Curriculum Text

			Make and decorate cards				Partake in sport's day
PSED	<p>See themselves as a valuable individual</p> <p>Manage own self-care</p> <p>Settling in and building relationships</p> <p>Sharing</p> <p>Introduce toothbrushing</p>	<p>Express feelings</p> <p>Vocab: feelings</p> <p>Awareness of others' feelings</p> <p>Follow rules and expectations</p> <p>Know and talk about toothbrushing</p>	<p>Build and maintain friendships</p> <p>Express feelings</p> <p>Perspective of others</p> <p>Turn taking</p> <p>Ask Qs about celebrations</p>	<p>Build and maintain relationships- how to be a friend?</p> <p>Show resilience and perseverance</p>	<p>Show resilience and perseverance</p> <p>Think about the perspectives of others</p> <p>Caring for things in the natural world</p>	<p>Identify and moderate own feelings</p> <p>Think about perspectives of others</p> <p>Adjust behavior to different situations</p>	<p>See themselves as a valuable individual</p> <p>Express their feelings</p> <p>Consider the feelings of others</p> <p>Transition to year 1</p>
Literacy	<p>Name writing to be taught</p> <p>Answer what questions</p> <p>Self-portrait</p> <p>Re-tell stories</p> <p>Read for pleasure</p> <p>RWI</p>	<p>Hear initial sounds</p> <p>Identify sounds (CVC)</p> <p>Write letters</p> <p>Retell stories (T4W)</p> <p>Engage with non-fiction texts</p>	<p>Blend cvc</p> <p>Identify initial sound</p> <p>Retell and a story</p> <p>Q: who, what, where</p> <p>Name writing</p> <p>Write CVC</p>	<p>Creating narrative</p> <p>Identify sounds in words</p> <p>Write letters</p> <p>Write simple captions</p>	<p>Letter formation</p> <p>Read simple phrases</p> <p>Write simple captions and sentences</p> <p>Understand some of what they have read</p>	<p>Spell using sounds</p> <p>Write sounds with letters</p> <p>Write short sentences using letter/ sound correspondences</p>	<p>Letter formation</p> <p>Reread what they've written to check that it makes sense</p> <p>Spell words using sound knowledge and some irregular common words</p> <p>Write short sentences- use sentence writing rules</p>

Curriculum Text

<p>Maths</p>	<p>Match and sort</p> <p>Compare amounts</p> <p>Compare size, mass, capacity</p> <p>Explore pattern</p> <p>Recognise 1,2,3 by counting and subitising</p>	<p>Count</p> <p>1:1 correspondence</p> <p>Compare groups of objects</p> <p>More, fewer</p> <p>Recognise everyday shapes</p> <p>Elklan: space, prepositions</p> <p>Mathematical mark-making</p>	<p>Count objects to 10</p> <p>Count beyond 20</p> <p>Match numeral to quantity</p> <p>Subitize up to 5</p> <p>1 more, 1 less to 5</p> <p>Shape: 2D- describe properties</p> <p>Vocab: timelines</p>	<p>Composition of 4 and 5</p> <p>Introduce '0'</p> <p>Compare numbers to 5</p> <p>Compare length, weight and capacity</p> <p>Count and subitise 6,7,8</p> <p>Make pairs</p> <p>Combine 2 groups</p>	<p>Length, weight and capacity</p> <p>Elklan: Time</p> <p>Recognise and represent 9 and 10</p> <p>Compare numbers to 10</p> <p>Number bonds to 10</p> <p>Shape and spatial reasoning</p> <p>Create repeating patterns</p>	<p>Numbers to 20 and beyond</p> <p>Counting patterns beyond 10</p> <p>Spatial reasoning</p> <p>Elklan: space-prepositions</p> <p>Elklan: shape</p> <p>Adding more</p> <p>Taking away</p>	<p>Number bonds 0-10</p> <p>Doubling</p> <p>Sharing and grouping</p> <p>Odds and evens</p> <p>Spatial reasoning</p> <p>Continue, copy and create repeated patterns</p> <p>Deepen understanding- solve real math problems in play</p>
<p>UW</p>	<p>Talk about members of their immediate family and community</p> <p>Name and describe people who are familiar to them</p>	<p>Compare and contrast characters from stories</p> <p>Figures from the past</p> <p>People who help us</p> <p>Aspirations</p>	<p>Celebrations</p> <p>Similarities and differences</p> <p>Places of worship- special places</p> <p>Past</p> <p>Light/ Dark</p> <p>Seasonal changes</p>	<p>Compare and contrast characters from stories</p> <p>Figures from the past</p> <p>Castles/ buildings</p>	<p>Explore the natural world</p> <p>Describe what they see, hear and feel</p> <p>Seasonal change</p> <p>Life cycles</p> <p>Easter story</p> <p>Planting</p>	<p>Take information from a simple map</p> <p>Recognize some similarities and differences between life in this country and in other countries</p>	<p>Recognize some environments are different from the ones they live</p> <p>Effect of changing seasons on the natural world</p>
<p>EAD</p>	<p>Explore artistic effects to express ideas and feelings</p> <p>Develop story lines in their pretend play</p> <p>Self-portraits</p>	<p>Simple narratives in pretend play</p> <p>Role play- people who help us</p> <p>Printing</p> <p>Collage</p> <p>Den building</p> <p>Cutting</p>	<p>Match movement to music</p> <p>Sing- action songs</p> <p>Music making</p> <p>Dance</p>	<p>Develop story lines in pretend play</p> <p>Singing</p> <p>Explore artistic effects to express ideas and feelings</p>	<p>Explore, use and refine artistic effects</p> <p>Colour mixing</p> <p>Refine ideas</p>	<p>Listen, move to and talk about music, expressing feelings and responses</p> <p>Sing-pitch, melody</p>	<p>Watch and talk about dance and performance</p> <p>Express feelings and responses</p> <p>Music making and dance</p>

