

## Our Learning Journey through Early Years and Key Stage One...

### The Why...

<b>Learn</b>	<p>When people are learning, important changes take place in their brain, including the creation of new connections between their neurons.</p> <p>This phenomenon is called neuroplasticity.</p> <p>The more they practice, the stronger these connections become.</p>	<b>Rehearse &amp; Explore</b>
<b>Engage</b>	<p>When people are intrinsically motivated, engagement is heightened. Engaged people take pride in their work and are independently motivated, focussed and driven. Those who are engaged, self-motivated and interested will be happier, independent and achieve their potential.</p>	<b>Personal Interests</b>
<b>Master</b>	<p>When people repeat new skills and apply the skills to something of personal interest, this helps to achieve mastery of their skills. Mastering new skills leads to confidence and a belief in our ability to face a new challenge.</p>	<b>Face the next challenge</b>

## **The How...**

<b>Autumn</b>	<b>Maple</b>	<b>Chestnut 1</b>	<b>Chestnut 2</b>
<b>Adult-Led</b>	Talk Matters: Funky Finger and Chat.	Talk Matters: Image stimulus and CEW.	Talk Matters: Well-known story re-telling orally.
	<p>Daily Phonics (20-25 mins)</p> <p>Daily Maths (30 mins)</p> <p>Daily Readers</p> <p>Drawing Club 3x per week</p> <p>English WCR (x1 from Aut 2)</p> <p>Vocabulary (within Drawing Club)</p> <p>RE</p> <p>PE</p> <p>French</p> <p>Inspiring inputs for all other areas of learning.</p>	<p>Daily Phonics (20-25 mins)</p> <p>Daily Maths (30 mins)</p> <p>Mastering Number (x4 15 mins)</p> <p>Daily Readers</p> <p>English Writing 2x per week (SPAG &amp; GAP)</p> <p>English WCR 2x per week (F&amp;P and PAW)</p> <p>WHWN: x3 per ½ term.</p> <p>Vocabulary 1x per week</p> <p>RE</p> <p>PE</p> <p>French</p> <p>Science</p> <p>Inspiring inputs for all other non-core subjects.</p>	<p>Daily Phonics (20-25 mins)</p> <p>Daily Maths (40 mins)</p> <p>Mastering Number (x4 15 mins)</p> <p>Daily Readers</p> <p>English Writing 3x per week (SPAG &amp; GAP)</p> <p>English WCR 2x per week (F&amp;P, PAW &amp; DERICSVP)</p> <p>WHWN: x3 per ½ term.</p> <p>RWW: Project Aut 2</p> <p>Vocabulary 1x per week</p> <p>RE</p> <p>PE</p> <p>French</p> <p>Science</p> <p>Inspiring inputs for all other non-core subjects.</p>
<b>Continuous Provision</b>	<p>Children access all areas of provision leading their own learning and engaging in the provision.</p> <p>Teachers support, challenge, model, observe, notice, teach, and inspire the children during their CP time.</p>	<p>Following Phonics: Core CP – Children can access the provision rehearsing skills and applying knowledge in their own way. This must be Core CP: Reading, Writing, Maths, Science or RE.</p> <p>Teachers complete Interventions during this time. TA's support in CP.</p>	<p>Following Phonics: Core CP – Children can access the provision rehearsing skills and applying knowledge in their own way. This must be Core CP: Reading, Writing, Maths, Science or RE.</p> <p>Teachers complete Interventions during this time. TA's support in CP.</p>
		<p>Following English and Maths inputs: Core CP- children can continue with the learning from previous input or apply the skills in their own way. This must be Core CP: Reading, Writing, Maths, Science or RE.</p>	<p>Following English and Maths inputs: Core CP- children can continue with the learning from previous input or apply the skills in their own way. This must be Core CP: Reading, Writing, Maths, Science or RE.</p>

		Teachers support, challenge, model, observe, notice, teach, and inspire the children with both a TPF (teacher planned focus) in mind but with the knowledge that other misconceptions/ teaching points will arise.	Teachers support, challenge, model, observe, notice, teach, and inspire the children with both a TPF (teacher planned focus) in mind but with the knowledge that other misconceptions/ teaching points will arise.
		Following Science inputs and challenges, children can continue with the learning from previous input or apply the skills in their own way as well as other areas of the curriculum. Teachers support, challenge, model, observe, notice, teach, and inspire the children during their CP time.	Following Science inputs and challenges, children can continue with the learning from previous input or apply the skills in their own way as well as other areas of the curriculum. Teachers support, challenge, model, observe, notice, teach, and inspire the children during their CP time.
		Following all non-core inputs and challenges, children can access all areas of CP and apply, rehearse, lead their own learning. Teachers support, challenge, model, observe, notice, teach, and inspire the children during their CP time.	Following all non-core inputs and challenges, children can access all areas of CP and apply, rehearse, lead their own learning. Teachers support, challenge, model, observe, notice, teach, and inspire the children during their CP time.

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<b>Spring</b>	<b>Maple</b>	<b>Chestnut 1</b>	<b>Chestnut 2</b>
<b>Adult-Led</b>	Morning Jobs: labels, following instructions etc.	Morning Challenge: Writing CEW's in sentence etc.	Morning Reading Time: All children read. T/TA 1:1 readers.
	Daily Phonics (20-25 mins)	Daily Phonics (20-25 mins)	Daily Phonics (20-25 mins)
	Daily Maths (30 mins)	Daily Maths (35 mins)	Daily Maths (45 mins)
		Mastering Number (x4 15 mins)	Mastering Number (x4 15 mins)
	Daily Readers	Daily Readers	
	Drawing Club 3x per week	English Writing 3x per week (SPAG, GAP, BASH)	English Writing 4x per week (SPAG & GAP, BASH)
	English WCR 1x per week	English WCR 2x per week (F&P and DERICSVP)	English WCR 2x per week (F&P, DERICSVP)
		WHWN: x3 per ½ term.	WHWN: x3 per ½ term.
		RWW: Project Spr 2	RWW: Project Spr 2
	Vocabulary (within Drawing Club)	Vocabulary 1x per week	Vocabulary 1x per week
	RE	RE	RE
	PE	PE	PE
	French	French	French
		Science	Science
	Inspiring inputs for all other areas of learning.	Inspiring inputs for all other non-core subjects.	Inspiring inputs for all other non-core subjects.
<b>Continuous Provision</b>	Children access all areas of provision leading their own learning and engaging in the provision.	Following Phonics: Core CP – Children can access the provision rehearsing skills and applying knowledge in their own way. This must be Core CP: Reading, Writing, Maths, Science or RE.	Following Phonics: Core CP – Children can access the provision rehearsing skills and applying knowledge in their own way. This must be Core CP: Reading, Writing, Maths, Science or RE.
	Teachers support, challenge, model, observe, notice, teach, and inspire the children during their CP time.	Teachers complete Interventions during this time. TA's support in CP.	Teachers complete Interventions during this time. TA's support in CP.
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Summer	Maple	Chestnut 1	Chestnut 2
<b>Adult-Led</b>	Morning Jobs: sentence writing, maths etc	Morning Reading Time: All children read. T/TA 1:1 readers. Extra read to Seesaw.	Morning Reading Time: All children read. T/TA 1:1 readers. HA: Read to Seesaw.
	Daily Phonics (20-25 mins) Daily Maths (30 mins)	Daily Phonics (20-25 mins) Daily Maths (40 mins) Mastering Number (x4 15 mins)	Daily Phonics (20-25 mins) Daily Maths (45-50 mins) Mastering Number (x4 15 mins)
	Daily Readers		
	Drawing Club 3x per week	English Writing 3x per week (SPAG, GAP, BASH)	English Writing 4x per week (SPAG & GAP, BASH)
	English WCR 1x per week	English WCR 2x per week (F&P and DERICSVP)	English WCR 2x per week (F&P, DERICSVP)
		WHWN: x1 per week. RWW: Project Sum 2	WHWN: x1 per week RWW: Project Sum 2
	Vocabulary (within Drawing Club)	Vocabulary 1x per week	Vocabulary 1x per week
	RE	RE	RE
	PE	PE	PE
	French	French	French
		Science	Science
	Inspiring inputs for all other areas of learning.	Inspiring inputs for all other non-core subjects.	Inspiring inputs for all other non-core subjects.
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