



Within the Early Years Unit at Hartlebury CE Primary school, we want children to be resilient, independent, critical thinkers who are able to tackle anything that comes along. They will therefore be happy and well rounded individuals with a real love of learning.

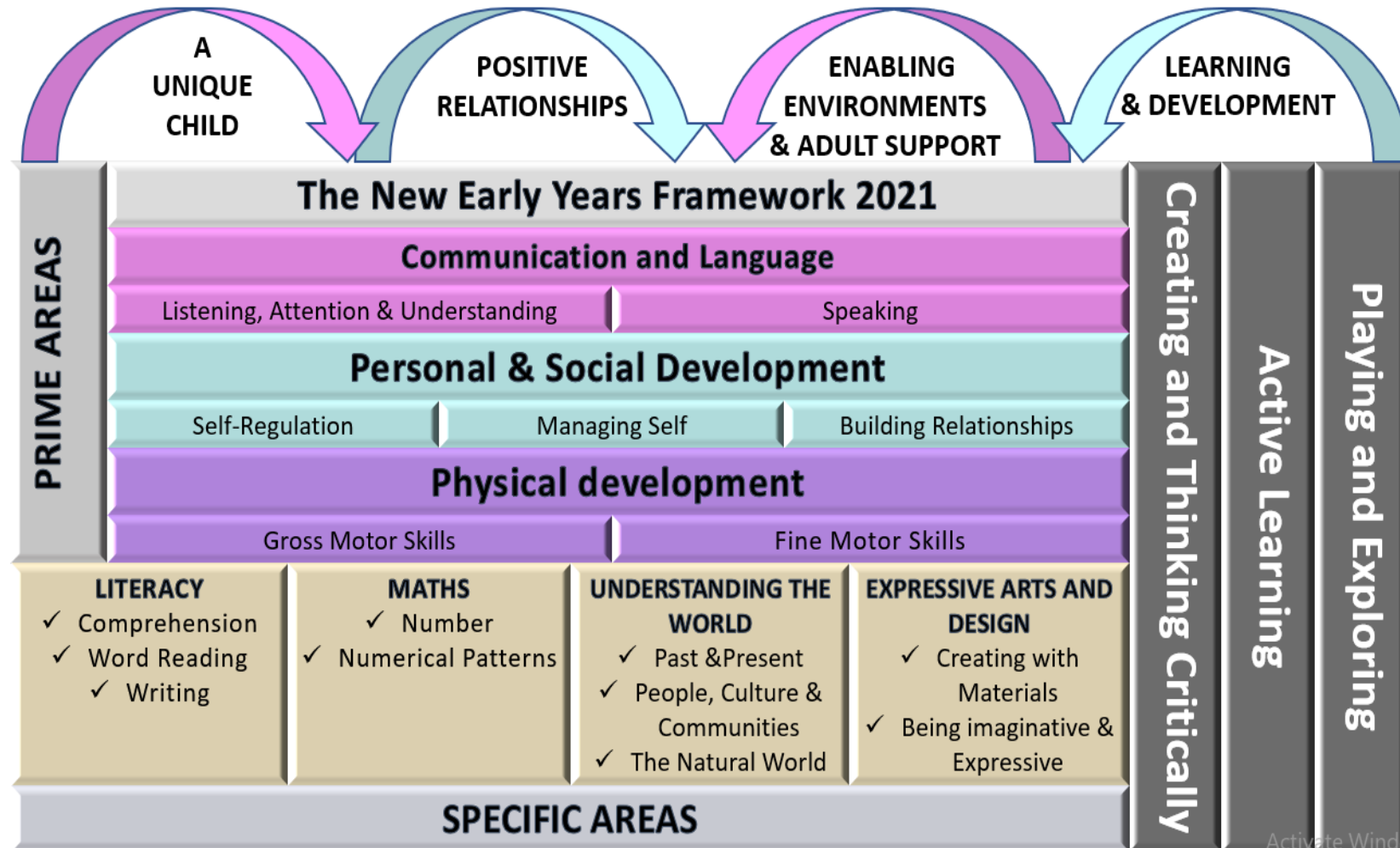
EYFS CURRICULUM

Intent:

- A curriculum that is challenging for all children
- A curriculum that is coherently planned and sequenced
- A curriculum that is successfully adapted, designed and developed for children with special educational needs
- A curriculum that offers broad and rich experiences within a Christian community

Implementation

- Balancing child-initiated play and focused learning
- Providing children with access to a stimulating and inspiring indoor and outdoor learning environment
- Carefully planning sequences of activities that provide meaningful learning experiences, developing each child's characteristics of learning.
- Using high quality questioning and interactions to check understanding and address misconceptions.



EYES CURRICULUM



AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2

GENERAL THEMES
NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION
WELL-BEING & BEHAVIOUR FOR LEARNING

ALL ABOUT ME!
Starting school / my new class / New Beginnings
Superheroes
People who help us / Careers
Staying healthy / Food / Human body
How have I changed?
My family / PSED focus
What am I good at?
How do I make others feel?
Being kind / staying safe
5 senses
Nursery Rhymes

CELEBRATIONS!
Little Red Hen – Harvest
Remembrance Day
Bonfire Night
Diwali
The Nativity
At the Panto
Christmas Lists
Letters to Father Christmas

PEOPLE WHO HELP US
Family
People in school
Emergency services
Vets
Roles of parents
Dentists
Link to Superhero's

COME OUTSIDE!
Plants & Flowers
Weather / seasons
The great outdoors
Forest School
Planting seeds
Make a sculpture: Andy Goldsworthy
Reduce, Reuse & Recycle
Fun Science / Materials
Farm life

TICKET TO RIDE!
Around the Town
How do I get there?
Where in the world have you been? Potential to learn about specific countries
Where do we live in the UK / world?
Fly me to the moon!
Vehicles past and Present
Design your own transport!
Who was Neil Armstrong?

AROUND THE WORLD!
Different countries – Go
Letters
Under the sea
Off on holiday / clothes
Where in the world shall we go?
Send me a postcard!
Marine life
Seaside in the past
Compare: Now and then!
Seaside art

POSSIBLE TEXTS AND 'OLD FAVOURITES'

Owl Babies
Once there were Giants
Stick Man
The Smartest Giant
The Colour Monster
The Rainbow Fish
Funny Bones
The Big Book of Families
Pete the Cat
Titch

Christmas Story / Nativity
Rama and Sita
Christmas stories
Letter to Father Christmas
Non-fiction books

The Jolly Postman
Hospital Dog
Topsy and Tim's Dentist Visit
Mog and the VET
Postman Pat
Burglar Bill
Detective Dog
Juniper Jupiter
Traction Man

The Tiny Seed
Oliver's Vegetables
Jack and the Beanstalk
One Plastic Bag
Jasper's Beanstalk
Tree, Seasons come and seasons go
A stroll through the seasons
The Very Hungry Caterpillar
Argh Spider
Spinderella
Farmer Duck

The Snail and the Whale
The Way back Home
The Naughty Bus
Mr. Gumpy's Outing
The Train Ride
Bob, The Man on the Moon
Beegu
Oi! Get off my train!

Emma Janes' Aeroplane
Sharing a Shell
What the Ladybird Heard at the Seaside
The Singing Mermaid
Tiddler

'WOW' MOMENTS / ENRICHMENT WEEKS

Autumn Trail
Remembrance Day
Harvest Time - Church
Birthdays
Favourite Songs
Talent show
Roald Dahl Day

Guy Fawkes / Bonfire Night
Christmas Time / NATIVITY
Diwali
Hannukah
Black History Month
Remembrance day
Children in Need
Anti- Bullying Week
Nativity

Chinese New Year
LENT
Valentine's Day
Internet Safety Day
VISITS - fire service/police/vet/dentist

Walk to the park / Picnic
Planting seeds
Easter time
Weather experiments
Nature Scavenger Hunt
Mother's Day
Science Week
Eater Egg Hunt
Experience- FARM

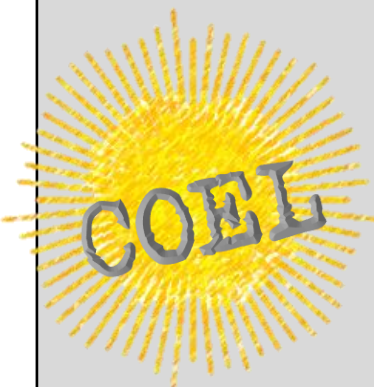
Post a letter
Food tasting – different cultures
Map work - Find the Treasure
Let's fly - Role play and Green Screen

Under the Sea – singing songs and sea shanties
Fossil hunting
Father's Day
World Environment Day
Pirate Day?
Ice – Cream at the park



EYFS CURRICULUM

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	CELEBRATIONS!	PEOPLE WHO HELP US!	COME OUTSIDE!	TICKET TO RIDE!	AROUND THE WORLD!



Characteristics of Effective Learning

Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.

Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

PLAY: At Hartlebury CE Primary, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'
EYFS Team

We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.





EYFS CURRICULUM

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	CELEBRATIONS!	PEOPLE WHO HELP US	COME OUTSIDE!	TICKET TO RIDE!	AROUND THE WORLD!
HARTLEBURY EYFS NURTURE RESPECT INSPIRE CORE PRINCIPLES	<p>Character Formation Our virtues of respect, self-discipline, courage, integrity, empathy and gratitude are tangible throughout curriculum</p> <p>Experienced Based Curriculum</p> <p>Provision for Philosophy, Religion & Ethics, PSHE, yoga and meditation</p>	<p>Spiritual Insight Students have profound and stirring experiences of religious education, festivals</p> <p>Effective pastoral care</p> <p>The curriculum and school life make spirituality relevant and accessible to all, irrespective of faith or belief</p> <p>Positive Relationships</p>	<p>Educational Excellence Teachers and students inspired and joyful High quality dialogue Speak sincerely Engage in empathic dialogue Culture of intellectual curiosity and continuous professional development</p>	<p>Educational Excellence Holistic, values based and contextualised curriculum Competitive Progress Children actively involved in creating their own paths of learning Children's passions are evident Committed engagement of parents/carers as co-educators.</p>	<p>Spiritual Insight Children evidence spiritual insight in terms of their own identity, their relationship with others, with the wider world and for some, their relationship with God</p> <p>Positive Relationships</p> <p>All are committed to their own personal journey of self-discovery</p>	<p>Character Formation Children make conscientious choices</p> <p>Promote the Common Good</p> <p>Children develop moral literacy</p> <p>Provision for Philosophy, Religion & Ethics, PSHE, yoga and meditation</p>
<p><u>Our Vision: Nurture, Respect, Inspire</u> Provide a safe, <u>nurturing</u> and stimulating environment which supports the core Christian values of Love, Tolerance and Forgiveness. <u>Respect</u> each child as a unique individual, enabling them to achieve the highest possible outcome in all areas (intellectually, spiritually, emotionally, physically, socially and culturally). Dedicated staff who <u>inspire</u> children to learn by providing high quality interactions, encouraging and nurturing the whole child through an engaging curriculum.</p>						



EYFS CURRICULUM

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	CELEBRATIONS!	PEOPLE WHO HELP US!	COME OUTSIDE!	TICKET TO RIDE!	AROUND THE WORLD!
COMMUNICATION AND LANGUAGE	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. 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, story-telling 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>					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W, EYFS productions, collective worship, Poetry Basket, Helicopter Stories and weekly interventions. Use of Language Link assessments.	<p>Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? This is me! Rhyming and alliteration Familiar Print Sharing facts about me! Mood Monsters Shared stories All about me! Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”</p>	<p>Tell me a story! Settling in activities Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary.</p>	<p>Tell me why! Using language well Ask’s how and why questions... Discovering Passions Retell a story with story language Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p>Talk it through! Settling in activities Describe events in detail – time connectives Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: “What colour is it? Where would you find it? Sustained focus when listening to a story</p>	<p>What happened? Settling in activities Discovering Passions Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives</p>	<p>Time to share! Show and tell Weekend news Discovering Passions Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p>
DAILY STORY TIME						

We understand that children will make progress at different times. There is no right time... they will progress when they are ready.



EYFS CURRICULUM

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	CELEBRATIONS!	PEOPLE WHO HELP US!	COME OUTSIDE!	TICKET TO RIDE!	AROUND THE WORLD!
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	<p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					
MANAGING SELF	<p>New Beginnings See themselves as a valuable individual. Being me in my world Class Rule Rules and Routines Supporting children to build relationships Dreams and Goals <i>Me and my relationships*</i></p>	<p>Getting on and falling out. How to deal with anger Emotions Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it. <i>Valuing Difference*</i></p>	<p>Good to be me Feelings Learning about qualities and differences Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios <i>Keeping myself safe*</i></p>	<p>Relationships What makes a good friend? Healthy me Random acts of Kindness Looking after pets Looking After our Planet Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on <i>Rights and Responsibilities*</i></p>	<p>Looking after others Friendships Dreams and Goals Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on. <i>Being my Best*</i></p>	<p>Taking part in sports day - Winning and loosing Changing me Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour. <i>Growing and Changing*</i></p>
SELF - REGULATION	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <ul style="list-style-type: none"> ✓ Controlling own feelings and behaviours ✓ Applying personalised strategies to return to a state of calm ✓ Being able to curb impulsive behaviours <ul style="list-style-type: none"> ✓ Being able to concentrate on a task ✓ Being able to ignore distractions ✓ Behaving in ways that are pro-social <ul style="list-style-type: none"> ✓ Planning ✓ Thinking before acting ✓ Delaying gratification ✓ Persisting in the face of difficulty. 			<p><i>“Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done.” Education Endowment Foundation.</i></p> <p><i>We understand that children develop in individual ways and at varying rates – physically, cognitively, linguistically, socially and emotionally.</i></p>		
LINK TO SCARF UNITS* USE OF ZONES OF REGULATION						



EYES CURRICULUM

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	CELEBRATIONS!	PEOPLE WHO HELP US!	COME OUTSIDE!	TICKET TO RIDE!	AROUND THE WORLD!
PHYSICAL DEVELOPMENT	Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination , which is later linked to early literacy . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence .					
FINE MOTOR	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills</p> <p>Draw lines and circles using gross motor movements</p> <p>Hold pencil/paint brush beyond whole hand grasp</p> <p>Pencil Grip</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand</p> <p>Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly</p> <p>Handle tools, objects, construction and malleable materials with increasing control</p> <p>Encourage children to draw freely.</p> <p>Holding Small Items / Button Clothing / Cutting with Scissors</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip</p> <p>Forms recognisable letters most correctly formed.</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually</p> <p>Use one hand consistently for fine motor tasks</p> <p>Cut along a straight line with scissors /</p> <p>Start to cut along a curved line, like a circle / Draw a cross</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly</p> <p>Copy a square</p> <p>Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture</p> <p>Start to draw pictures that are recognisable /</p> <p>Build things with smaller linking blocks, such as Duplo or Lego</p>
DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES	<p>Cooperation games i.e. parachute games.</p> <p>Climbing – outdoor equipment</p> <p>Different ways of moving to be explored with children</p> <p>Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.</p>	<p>Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area</p> <p>dance related activities</p> <p>Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push.</p> <p>Two-wheeled balance bikes (visiting bike ability), wheelbarrows, prams and carts are all good options</p>	<p>Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking</p> <p>Ensure that spaces are accessible to children with varying confidence levels, skills and needs.</p> <p>Provide a wide range of activities to support a broad range of abilities.</p> <p>Dance /moving to music</p> <p>Gymnastics /Balance</p>	<p>Balance- children moving with confidence</p> <p>dance related activities</p> <p>Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</p> <p>Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.</p>	<p>Obstacle activities</p> <p>children moving over, under, through and around equipment</p> <p>Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</p> <p>Dance / moving to music</p>	<p>Races / team games involving gross motor movements</p> <p>dance related activities</p> <p>Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.</p>
GROSS MOTOR	<p>From Development Matters 20’:</p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>					

All these ideas will be revisited each term. Children need time to practice and consolidate. Repetition is a good thing.



EYFS CURRICULUM

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	CELEBRATIONS!	PEOPLE WHO HELP US!	COME OUTSIDE!	TICKET TO RIDE!	AROUND THE WORLD!
LITERACY	It is crucial for children to develop a life-long love of reading . Reading consists of two dimensions: language comprehension and word reading . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words . Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
	Pre-school Following Twinkl Phonics – Level 1 phonological awareness skills – Environmental sounds, Instrumental sounds, Body percussion, Rhythm and Rhyme, Alliteration, Voice sounds, Oral blending and Segmentation.					
	<p>Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - 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</p> <p>Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. TfW to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories. Sequence story – use vocabulary of beginning, middle and end.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Enjoys an increasing range of books</p>	<p>Encourage children to record stories through picture drawing/mark making</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read tricky words from levels 2 and begin level 3.. Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read- books should be inline with the children’s phonics knowledge.</p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day</p> <p>Timeline of how plants grow.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>They develop their own narratives and explanations by connecting ideas or events</p>	<p>Stories from other cultures and traditions</p> <p>Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words.</p> <p>Parents reading stories</p> <p>Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.</p> <p>Role play area – book characters Pajamarama Day</p>	<p>Can draw pictures of characters/ event / setting in a story</p> <p>Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.</p> <p>Make predictions</p> <p>Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p> <p>Sort books into categories.</p>
COMPREHENSION - DEVELOPING A PASSION FOR READING Children will visit the library weekly	<p>Phonic Sounds: Level 1 recap and Level 2</p> <p>Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. Intro robot talk. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge</p>	<p>Phonic Sounds: Level 2</p> <p>Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right.</p> <p>Show children how to touch each finger as they say each sound. For exception words such as ‘the’ and ‘said’, help children identify the sound that is tricky to spell.</p>	<p>Phonic Sounds: level 3</p> <p>Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar with digraphs - opportunities for children to read words containing phase 3 sounds.</p>	<p>Phonic Sounds: level 3</p> <p>Reading: Story structure–beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books.</p> <p>Listen to children read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’.</p>	<p>Phonic Sounds: Re-cap level 3 and start level 4</p> <p>Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.</p> <p>Level 3 tricky words</p>	<p>Phonic Sounds: level 4</p> <p>Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.</p> <p>End of term assessments</p> <p>Transition work with Year 1 staff</p>
WORD READING Children will be working as a class group for daily phonics using Twinkl Phonics. Individual reading weekly. Daily/weekly interventions for those not on track. See Separate Literacy progression						

We will provide experiences which build on children’s existing knowledge and understanding in order to challenge, stimulate and extend their learning and development



EYFS CURRICULUM

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	CELEBRATIONS!	PEOPLE WHO HELP US!	COME OUTSIDE!	TICKET TO RIDE!	AROUND THE WORLD!
WRITING	<p>Texts as a Stimulus: Nursery Rhymes Label characters</p> <p>Giraffes cant Dance</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Captions Lists Diagrams</p>	<p>Texts as a Stimulus: Kipper’s Birthday Nativity Story</p> <p>Name writing, labelling using initial sounds, story scribing. Retelling stories, writing opportunities throughout environment.</p> <p>Invitations/lists</p> <p>Help children identify the sound that is tricky to spell.</p> <p>Sequence the story</p> <p>Write a caption</p>	<p>Texts as a Stimulus: The Jolly Postman (Journey) CVC words / simple sentence writing using high frequency words, labelling on map</p> <p>Mog and the VET – pet descriptions</p> <p>Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC.</p> <p>Building up from caption to short sentence.</p>	<p>Texts as a Stimulus: Jack and the Bean stalk – retell parts of the story / repeated refrains / speech bubbles Hungry Caterpillar - (Cumulative) Describe foods / adjectives</p> <p>Healthy Food – My Menu / Bean Diary</p> <p>Mini beasts – Animal Fact File – Compare two animals</p> <p>Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story. Labels and captions – life cycles Recount – A trip to the park Character descriptions. Write 2 sentences</p>	<p>Texts as a Stimulus: The Naughty Bus</p> <p>Mr Gumpy’s Outing (Cumulative) Report about the animals falling into the water</p> <p>Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words.</p>	<p>Texts as a Stimulus: Emma Jane’s Aeroplane</p> <p>Write a postcard / diary writing</p> <p>My Holiday – recount</p> <p>Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories.</p> <p>Write three sentences – B, M & E.</p>
TFW USED AS STIMULUS ACROSS THE YEAR						
TEXTS MAY CHANGE DUE TO CHILDREN’S INTERESTS						
Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.						
See Separate Literacy progression						

We will encourage children’s independence and decision-making, supporting them to learn through their mistakes.



EYFS CURRICULUM

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	CELEBRATIONS	PEOPLE WHO HELP	COME OUTSIDE!	TICKET TO RIDE	AROUND THE WORLD
MATHS	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
<p><i>See separate Maths progression for pre-school</i></p>	<p>Early Mathematical Experiences Counting rhymes and songs Classifying objects based on one attribute •Matching equal and unequal sets •Comparing objects and sets. Subatising. •Ordering objects and sets / introduce manipulatives. Number recognition. 2D Shapes.</p> <p>Pattern and early number Recognise, describe, copy and extend colour and size patterns •Count and represent the numbers 1 to 3 •Estimate and check by counting. Recognise numbers in the environment. A number a week.</p>	<p>Numbers within 6 Count up to six objects. •One more or one fewer •Order numbers 1 – 6 •Conservation of numbers within six</p> <p>Addition and subtraction within 6 Explore zero •Explore addition and subtraction Measures Estimate, order compare, discuss and explore capacity, weight and lengths</p> <p>Shape and sorting Describe, and sort 2-D & 3-D shapes •Describe position accurately</p> <p>Calendar and time Days of the week, seasons •Sequence daily events</p>	<p>Numbers within 10 Count up to ten objects •Represent, order and explore numbers to ten •One more or fewer, one greater or less</p> <p>Addition and subtraction within 10 Explore addition as counting on and subtraction as taking away</p> <p>Numbers within 15 Count up to 15 objects and recognise different representations •Order and explore numbers to 15 •One more or fewer</p>	<p>Grouping and sharing Counting and sharing in equal groups •Grouping into fives and tens •Relationship between grouping and sharing</p> <p>Numbers within 20 Count up to 10 objects •Represent, order and explore numbers to 15 •One more or fewer</p> <p>Doubling and halving Doubling and halving & the relationship between them</p>	<p>Shape and pattern Describe and sort 2-D and 3-D shapes •Recognise, complete and create patterns</p> <p>Addition and subtraction within 20 Commutativity •Explore addition and subtraction •Compare two amounts •Relationship between doubling and halving</p> <p>Money Coin recognition and values •Combinations to total 20p •Change from 10p</p> <p>Measures Describe capacities •Compare volumes •Compare weights •Estimate, compare and order lengths</p>	<p>Depth of numbers within 20 Explore numbers and strategies •Recognise and extend patterns •Apply number, shape and measures knowledge •Count forwards and backwards</p> <p>Numbers beyond 20 One more one less •Estimate and count •Grouping and sharing</p>

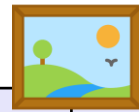


EYFS CURRICULUM

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	CELEBRATIONS!	PEOPLE WHO HELP	COME OUTSIDE!	TICKET TO RIDE!	AROUND THE WORLD!
UNDERSTANDING THE WORLD RE / FESTIVALS	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
	<ul style="list-style-type: none"> Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. Introduce children to different occupations and how they use transport to help them in their jobs. Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations. Long ago – How time has changed. Using cameras. 	<ul style="list-style-type: none"> Can talk about what they have done with their families during Christmas' in the past. Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives. Stranger danger (based on Jack and the beanstalk). Talking about occupations and how to identify strangers that can help them when they are in need. 	<ul style="list-style-type: none"> Talk about the lives of people around them and their roles in society Learn about roles of people within the emergency services Listen to stories involving people who help in different ways. Use the Jolly Postman story to model the use of a map 	<ul style="list-style-type: none"> Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there. Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. Can children make comments on the weather, culture, clothing, housing. Change in living things – Changes in the leaves, weather, seasons, Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather. Building a 'Bug Hotel' Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. Look for children incorporating their understanding of the seasons and weather in their play. Use the BeeBots Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. 	<ul style="list-style-type: none"> Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found. Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons. Use bee-bots on simple maps. Encourage the children to use navigational language. Can children talk about their homes and what there is to do near their homes? Look out for children drawing/painting or constructing their homes. Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons. Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different? Introduce the children to NASA and America. Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born. Can children differentiate between land and water. Take children to places of worship and places of local importance to the community. 	<ul style="list-style-type: none"> To compare life in this country to other countries Materials: Floating / Sinking – boat building Metallic / non-metallic objects Seasides long ago – Magic Grandad Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.
	<p>Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.</p> <p>They will begin to understand and value the differences of individuals and groups within their own community.</p> <p>Children will have opportunity to develop their emerging moral and cultural awareness.</p>	Being Special – Where do we belong?	Incarnation – Why is Christmas Special for Christians?	Why is the word God so important for Christians?	Why is Easter special for Christians?	What places are special and why?
		<p>Diwali</p> <p>Hannukah</p> <p>Christmas</p>	<p>Epiphany</p> <p>Ash Wednesday / Shrove Tuesday</p> <p>St David's Day</p> <p>Shivaratri</p>	<p>Holi</p> <p>Palm Sunday</p> <p>Passover</p> <p>Easter</p> <p>Start of Ramadan</p>	<p>Eid</p> <p>Shavuot</p>	<p>Summer Solstice</p>

Developing children's understanding of social skills and the values and codes of behaviour required for people to work together harmoniously.

EYES CURRICULUM



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	CELEBRATIONS!	PEOPLE WHO HELP US!	COME OUTSIDE!	TICKET TO RIDE!	AROUND THE WORLD!
EXPRESSIVE ARTS AND DESIGN	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	<p>Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment.</p> <p>Sing call-and-response songs, so that children can echo phrases of songs you sing.</p> <p>Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did.</p> <p>Julia Donaldson songs Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p> <p>Superhero masks.</p>	<p>Use different textures and materials to make fireworks/fires for Bonfire Night.</p> <p>Listen to music and make their own dances in response.</p> <p>Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems</p> <p>The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.</p> <p>Role Play Party's and Celebrations Role Play of The Nativity</p>	<p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating props like walkie talkies, helmets etc.</p> <p>Making lanterns, Chinese writing, puppet making, Chinese music and composition</p> <p>Shadow Puppets Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p>	<p>Make different textures; make patterns using different colours</p> <p>Children will explore ways to protect the growing of plants by designing scarecrows.</p> <p>Collage-farm animals / Making houses. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers</p> <p>Mother's Day crafts Easter crafts Home Corner role play</p> <p>Artwork themed around Eric Carle / The Seasons – Art</p> <p>Provide a wide range of props for play which encourage imagination.</p>	<p>Design and make rockets. Design and make objects they may need in space, thinking about form and function.</p> <p>Learn a traditional African song and dance and perform it / Encourage children to create their own music.</p> <p>Junk modelling, houses, bridges boats and transport.</p> <p>Exploration of other countries – artists and dressing up in different costumes.</p> <p>Retelling familiar stories Creating outer of space pictures</p> <p>Provide children with a range of materials for children to construct with.</p>	<p>Sand pictures / Rainbow fish collages</p> <p>Lighthouse designs</p> <p>Paper plate jellyfish</p> <p>Puppet shows: Provide a wide range of props for play which encourage imagination.</p> <p>Salt dough fossils</p> <p>Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports.</p> <p>Colour mixing – underwater pictures</p> <p>Father's Day Crafts</p>

Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.

Childrens' aretwork to displayed on Creative display in classroom for - lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.












EYFS CURRICULUM

Pre-school End of Year Goals

Starting with the 'end in mind', we have created these goals that will be used in the same way as the Reception ELG's. Please note that this not our curriculum. Our EYFS curriculum offers a wide range variety of rich experiences which are crucial to child development. We have created these goals to show the 'end point' for our cohort of children and the level of development we believe they should have attained by the end of their pre-school year. They will be used in the Summer Term to help staff to make a holistic, best-fit judgement about each child's development and their readiness for Reception.

 <p>Communication and Language</p> <ul style="list-style-type: none"> • Can speak in sentences of 4-6 words. • Using some past/future tense • Can understand why questions 	 <p>PSED</p> <ul style="list-style-type: none"> • Can play with others within the environment • Can express their feelings and consider the feelings of others. • Can understand and follow our class rules. 	 <p>PD</p> <ul style="list-style-type: none"> • Dry for the majority of the day. • Develop movement- Ride a trike, access the field trim trail, climb over apparatus. • Use scissors confidently and safely.
 <p>Literacy</p> <ul style="list-style-type: none"> • Can write the majority of their first name. • Sequence a story that they know well. • Recognise words with the same initial sound. • Recognise Logos and familiar stories from the front cover or pictures of characters. 	 <p>Maths</p> <ul style="list-style-type: none"> • Fast recognition of 3 items (subitising) • Deep understanding of numbers 1-5 (This includes representing amounts to 5 accurately, using a 5 frame, ordering numbers, recognising numbers in and out of order and saying if a number is bigger/greater/smaller/less than using objects to represent.) • To know some 2D shapes. • Verbally rote count to 10 	
 <p>Understanding the World</p> <ul style="list-style-type: none"> • Show an interest in different occupations • Learn about different people's religious celebrations. • Notice changes in the natural world such as seasons. 	 <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • Safely use tools like scissors, tape and playdough cutters. • Sing a range of nursery rhymes and songs by heart. • Draw with increasing complexity such as representing a face with details. 	

It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.

EARLY LEARNING GOALS – FOR THE END OF THE RECEPTION YEAR - HOLISTIC / BEST FIT JUDGEMENT!

COMMUNICATION AND LANGUAGE	PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT	PHYSICAL DEVELOPMENT	LITERACY	MATHS	UNDERSTANDING THE WORLD	EXPRESSIVE ARTS AND DESIGN
<p>ELG: Listening, Attention and Understanding</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>ELG: Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>ELG: Self-Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers;.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>ELG: Gross Motor Skills</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>ELG: Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG: Writing</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>ELG: Number</p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>ELG: Numerical Patterns</p> <p>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>ELG: Past and Present</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>ELG: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>ELG: Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>

It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.