

St. Joseph's Catholic Infant School

Early Years

Curriculum Plan



I am special in
God's eyes

We are a HAPPY school.
We are a LOVING school.
We are all SPECIAL IN GOD'S EYES.

We LOVE to LEARN TOGETHER.
When we make MISTAKES we ALL LEARN.

"Do not be afraid for I have redeemed you; I have called you by your name, you are mine. Because you are precious in my eyes, because you are honoured and I love you." Isaiah 43 : 2-5

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic / Themes	PS	Autumn- Leaves are Falling		Winter and Spring- Changing seasons		Summer- Sun, Sea & Sand	
		There is Only One Me!	Bright Sparks	Animal Magic	Ready Steady Sow!	Healthy Living	Eco Warriors
	R	Marvellous Me	Light it up	All Creatures Great and Small	Here we grow!	Creepy Crawlies	People who help us
Key Texts	PS	Mongo Monkey Brown Bear From Head to Toe Polar Bear What Do You Hear? The 3 Billy Goats Gruff Bear Hunt Little Red Hen Handa's Surprise	The Very Helpful Hedgehog Whatever Next! The Gingerbread Man The Nativity Story Christmas Stories	Goldilocks & The Three Bears/ The Mitten Neon Leon Pip & Posy; The Bedtime Frog Don't Wake Up Tiger The 3 Little Pigs Copy Cat	Toby & the Tricky Things Cinderella How to Look After your Dinosaur Lionel & the Lion's Share Little Red Riding Hood	The Boy & the Bear Pip & Posy & The New Friend Dinosaur Rocket Jack & The Beanstalk Nothing Can Frighten a Bear	Franklin Frog The Knight Who Said No! Firefly Home Look & Say What You See in the Countryside The Gruffalo/ The Tiger Who Came to Tea
	R	Oh No George! Little Rabbit Foo Foo Colour Monster The New Jumper Funny Bones Little Red Hen	Pumpkin Soup Owl Babies The Princess and the Pea The Best Diwali Ever Room for a Little One The Christmas Pine The Gingerbread Man	The Emperors Egg Commotion in the Ocean Meerkat Mail Goldilocks and the 3 bears The Great Race Little Red Riding Hood	The Enormous Turnip The Extraordinary Gardener Oliver's Vegetables Jack and the Beanstalk	Minibeast Madness The Woolly Bear Caterpillar Yucky Worms Snail Trail The Ugly Duckling The Billy Goats Gruff	Topsy & Tim meet the Police Mog and the Vet Zog The Jolly Postman The Elves and the Shoemaker The 3 Little Pigs

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Songs Poems Rhymes	ALL	<p>Twinkle Twinkle Little Star 1,2,3,4,5 Once I caught a Fish Alive</p> <p>Baa Baa Black Sheep 1 Potato, 2 potatoes</p> <p>Old MacDonald Had a Farm 5 Little Speckled Frogs</p> <p>Teddy Bear, Teddy Bear 5 Little Ducks</p> <p>Dingle D Scarecrow 5 Currant Buns-</p> <p>The Grand Old Duke of York 5 Fat Sausages</p>	<p>Humpty Dumpty 1 Finger 1 Thumb</p> <p>3 Little Men in a Flying Saucer 1, 2 Buckle My Shoe</p> <p>Miss Polly 2 Little Dickie Birds</p> <p>Wheels on the Bus Head Shoulders</p> <p>Twinkle Twinkle Little Star Zoom, Zoom Zoom-</p>	<p>It's Raining, It's Pouring 3 Blind Mice</p> <p>I'm A Little Tea Pot Three Little Kittens</p> <p>5 Snowmen Tommy Thumb 4 Teddy Bears</p> <p>Row, Row, Row Your Boat 5 Fingers</p> <p>Alice the Camel</p>	<p>Baa Baa Black Sheep Sing a Song of Sixpence</p> <p>Happy and You Know It I'm a Little Bean</p> <p>Dingle Dangle Scarecrow 5 Cheeky Monkey's swinging through the Trees</p> <p>When Goldilocks went to the House of the Bears</p> <p>Jack and Jill The Grand Old Duke of York</p>	<p>Little Men in a Flying Saucer</p> <p>Humpty Dumpty Sat on the Wall I'm A Little Tea Pot</p> <p>Ring-A-Ring-O-Roses One Elephant went out to play</p> <p>Row, Row, Row Your Boat London Bridge is Falling</p> <p>Tommy Thumb</p>	<p>The Wheels On The Bus</p> <p>One Big Hippo Fire Truck</p> <p>Old McDonald Had a Farm Sleeping Bunnies</p> <p>5 Cheeky Monkeys Jumping on the Bed 5 Little Apples</p> <p>10 Fat Sausages Frying in a Pan Hey Diddle Diddle</p>
	PS	A Basket of Apples Leaves Are Falling Breezy Weather		I Can Build a Snowman A Little Seed Spring Wind		I have a Little Frog Under a Stone Popcorn	
	R	<p>Chop Chop Pointy Hat Five Little Pumpkins Wise Old Owl Falling Apples A Basket of Apples</p>	<p>Leaves Are Falling Breezy Weather Who Has Seen the Wind? Cup of Tea Mice Shoes</p>	<p>Popcorn A little house Pancakes Let's put on our mittens I can build a snowman Carrot nose</p>	<p>Spring wind Furry Furry Squirrel Hungry birdies A little seed Stepping stones Blue birds</p>	<p>I have a little frog Dance Pitter patter Sliced Bread A little shell Five little peas</p>	<p>The fox Monkey Babies Thunderstorm Five little owls If I were so very small Under a stone</p>
Special Activities /Events	PS	<p>Special visitors reading stories Bathing a Baby Baking bread Making clay hedgehogs</p>	<p>Autumn Forest School Visit Walk to the post box Making Christmas cake Christmas Show Family Stay and Play</p>	<p>Make porridge Tasting noodles/ pancakes Plant bulbs Family Stay and Play</p>	<p>Spring Forest School Visit World Book Day Mother's Day Sowing seeds & potting plants Looking after tadpoles Baking Easter biscuits/ Easter nest St Joseph's Day Science week</p>	<p>Healthy week & sports Day Make fruit Kebab rocket Make a bug hotel Family Stay and Play</p>	<p>Summer Forest school visit Bring your scooter to School Trip to the Park with parents with picnic lunch Visits from People who Help Us</p>
	R	<p>Dental Visit Bake bread</p>	<p>Remembrance Christmas Show Make ginger bread men Stay and play Walk to the post box Clay divas Family Stay and Play</p>	<p>Stay and play Plant bulbs Bake cookies Family Stay and Play</p>	<p>World Book Day Science Week Mother's Day Easter St Joseph's Day Visit from Bee society Planting seeds</p>	<p>Butterfly garden Healthy Week & Sports Day Forest School Visit Church visit Making a wormery Family Stay and Play</p>	<p>Emergency service visit Community worker visit Stay and play Make Potato Salad</p>

EYFS CURRICULUM PLAN – R.E

Autumn 1 Creation and Covenant	Autumn 2 Prophecy and Promise	Spring 1 Galilee to Jerusalem	Spring 2 Desert to Garden	Summer 1 To the Ends of the Earth	Summer 2 Dialogue and Encounter
<p>Pre-school (2-3 years) Hear - God made me Believe - God loves me Celebrate - Attempt to copy the words and actions of the sign of the cross 'In the name of the Father, and of the Son and of the Holy Spirit. Amen'. Live - Look after me. Pre-school (3-4 years) Hear -God made our beautiful world and everything in it. God made me. God made me. Believe - God loves me. God loves everyone. God made the wonderful world. Celebrate -The words and actions of the sign of the cross: 'In the name of the Father, and of the Son and of the Holy Spirit. Amen'. Give thanks for God's wonderful world Live Look after me. Look after God's world Reception (4-5 years) Hear The words and actions of the sign of the cross: 'In the name of the Father, and of the Son and of the Holy Spirit. Amen'. God created the world and said, 'Indeed it is very good' (Genesis 1:31). The whole of Creation shows God love for us (Laudato Si' 84–88). Believe God is love. God made each one of us. God loves each one of us as a unique person. God made a wonderful world and what God creates is good. God loves us and we are part of a family Celebrate Celebrate God's beautiful world. The words and actions of the sign of the cross. We enter God's family, the Church, through baptism. Live Care and love for self, family, others, and God's world. Catholic Social Teaching: The Dignity of the Human Person God made each of us, so each one of us is very special. We must treat others in a caring way because God made them too. Stewardship God made the Earth and sky. God made all people all over the world. God made all the animals. God made all the plants. God made the air, the ground, and the water. And God tells us we must take good care of them. It is an important job!</p>	<p>Pre-school (2-3 years) Hear - Mary was going to have a baby. His name will be Jesus (Lk 1:26-31, 38). Believe - Mary had a baby called Jesus Celebrate - God sent Jesus to love us all. Live -We prepare for Christmas in advent. Pre-school (3-4 years) Hear - Mary was going to have a baby. His name will be Jesus (Lk 1:26-31, 38). Jesus was born in Bethlehem (Lk 2:4-7). Shepherds hurried to see Mary and Joseph and baby Jesus (Lk 2:8-20). Believe-Mary had a baby called Jesus. Celebrate-Advent, it is a time to get ready for Christmas. God sent Jesus to love us all. Live-Celebrate Advent, it is a time to get ready for Christmas. God sent Jesus to love us all. Reception (4-5 years) Hear The Annunciation (Lk 1:26-31, 38). The Nativity (Lk 2: 4-7). The Shepherds visit the manger (Lk 2:8-20). Believe Mary was chosen by God to give birth to his Son. Jesus was born in a stable and laid in a manger. Shepherds were told by angels to visit him Celebrate The tradition of the crib to tell the story of Jesus' birth. Live Various cultures celebrate Jesus' birthday in different ways. Catholic Social Teaching: The Dignity and Rights of Workers By our work in Advent, we help others and ourselves and we show our love to God. All people work in some way. Everyone should be able to work safely so that it helps them because God loves them.</p>	<p>Pre-school (2-3 years) Hear - The Wise Men visit Jesus (Matt 2:1-12). Believe – Jesus was born Celebrate – We can pray thanks for Jesus Live – Show love to others. Pre-school (3-4 years) Hear - The Wise Men visit Jesus (Matt 2:1-12). Jesus welcomes the little children (Mk 10:v16). Jesus blesses the little children (story retold) Believe - Jesus was born for everyone Celebrate - The Glory Be is a special prayer. Live Show love to everyone like Jesus. Reception (4-5 years) Hear The visit of the Magi (Matt 2:1-12). What? Jesus blesses the little children (Mk 10:13-16). How? Feeding of 5000 (Jn 6:1-14). Believe The Magi visited Jesus with gifts. Jesus is God's Son and came for everyone. Jesus' birth is celebrated at Christmas. Jesus came to show God's love and welcomes everyone. Jesus takes care of everyone. Celebrate That the Church prays the 'Glory Be' as a response to the coming of Jesus Live We welcome and show love to everyone in our words and actions as Jesus does. We are called to help the poor and hungry Catholic Social Teaching: An Option for the Poor and Vulnerable You need food, water, a house, your school, a good doctor, and a job for the grown-up who takes care of you. So does everybody else on the whole Earth. But many people do not have these things. Jesus wants us to take extra care of these people.</p>	<p>Pre-school (2-3 years) Hear – Jesus died on a Cross Believe – Jesus rose and we celebrate Celebrate – Easter with simple signs - eggs Live – Celebrate with simple signs hot cross buns, Easter eggs Pre-school (3-4 years) Hear - Lent is a time to care for others. Jesus died on a cross. It is a sad time. Jesus was given new life by God his Father. Jesus rose and everyone celebrates. Love God and love everyone (great commandment).. Believe - Caring for others in Lent. Jesus died on a cross. Jesus rose and we celebrate. Celebrate - Simple signs of Lent – colour purple, seeds, growing. Simple signs of Easter – colour white, growth, Easter Garden. Live Care for others. Celebrate with signs and symbols – hot cross buns, garden growth, Easter eggs. Reception (4-5 years) Hear A simplified version of key events of Holy Week especially Good Friday and Easter Sunday. The great commandment (Lk 10:25-28). Believe Listen to and talk about the season of Lent and Easter. Jesus died on Good Friday and rose again on Easter Sunday. Easter is a celebration that Jesus is with us still. Easter celebrates new life. Simple religious symbols in Lent and Easter Celebrate The Church uses purple and ashes as signs of Lent and being sorry. Representations of Holy Week and Easter: palms, the cross, Easter gardens, and symbols of new life. Live Various cultures celebrate Lent and Easter in different ways, for example: pancakes, hot cross buns, Easter eggs. Trying to help others by what we do in Lent. Could include Raasa Parade (Kerala) and other Lent customs around the world. Catholic Social Teaching: Rights and Responsibilities Every person on Earth needs these things: food, water, work, clothes, a home, a school, and a doctor. Some people have what they need, many don't. Jesus wants people who already have what they need to help the others. Jesus wants us to take care of this</p>	<p>Pre-school (2-3 years) Hear – We all have friends Believe – The Holy Spirit is a special friend Celebrate – Friends can meet at church Live – We go to church on Sunday Pre-school (3-4 years) Hear - Jesus went back to his Father. He sent a special friend, the Holy Spirit, to look after us. Believe - The Holy Spirit is our friend. The Holy Spirit looks after us Celebrate -The parish church is a special place where we meet our friends. We sing and say prayers. Live The parish church. We gather with friends at church, especially on Sunday. Reception (4-5 years) Hear Story of Pentecost (Simple Telling). The early Christian community (Acts 2:42-47). Believe Coming of the Holy Spirit at Pentecost. The Good News of Jesus lived out by the early Christian community Celebrate Pentecost is a special celebration in the Church. Sunday is a special day for the Church to celebrate Live The parish church and the parish family meet there to celebrate Catholic Social Teaching: We Are Called to Live as Family and Community. Jesus knows that people can be happy with families and friends. He tells us that we can let these important people help us. He asks us to help them too. We need each other. Catholic Social Teaching: Solidarity All people are God's children. That makes us brothers and sisters. We are connected to each other. It is as if everyone in the world held hands! We can be very different from each other, but we are still one family — God's family.</p>	<p>Pre-school (2-3 years) Dialogue – Friends of Jesus: find out the names of the disciples and know they were friends of Jesus Encounter – Faith and traditions of others in the pre-school Pre-school (3-4 years) Dialogue – Friends of Jesus: Hear a simple life of St Peter and St Paul, friends of Jesus (linking to their feast day) Encounter – Share aspects of their own and learn about the faith and traditions of others in the pre-school Reception (4-5 years) Dialogue - Friends of Jesus: Hear a simple life of St Peter and St Paul, friends of Jesus (linking to their feast day) Encounter - Share aspects of their own and learn about the faith and traditions of others in the school setting Catholic Social Teaching: The Dignity of the Human Person God made each of us, so each one of us is very special. We must treat others in a caring way because God made them too. Catholic Social Teaching: We Are Called to Live as Family and Community. Jesus knows that people can be happy with families and friends. He tells us that we can let these important people help us. He asks us to help them too. We need each other. Catholic Social Teaching: Solidarity All people are God's children. That makes us brothers and sisters. We are connected to each other. It is as if everyone in the world held hands! We can be very different from each other, but we are still one family — God's family.</p>

EYFS CURRICULUM PLAN – Communication and Language

Educational Programme: 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, 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.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Pre-school (2-3 years) Make the sounds of familiar animals e.g. moo for cow Ask questions like 'what's that' or 'where going'</p> <p>Pre-school (3-4 years) Single channels attention (name used to help focus) Uses talk to communicate needs and wants Takes part in pretend play, communicating and organising play with their friends</p> <p>Reception (4-5 years) Understands why it is important to listen Knows how to show they are listening Speech is clear and understood Uses talk to communicate emotions Links what has been said to own experiences to keep conversation going Comments and engages in conversation about stories, talking about what might happen next. E.g. 'They weren't meant to do that. They will be in trouble.'</p>	<p>Pre-school (2-3 years) Enjoy pretend play with their toys, such as feeding teddy. Listen to and understand simple stories although can still be easily distracted</p> <p>Pre-school (3-4 years) Listens when stories and conversations that interest them Comments and engages in conversation about the illustrations/ pictures in books (fiction and non-fiction). 'They are getting their bike' Can talk about familiar books</p> <p>Reception (4-5 years) Asks relevant questions in response to what they have heard, wanting to find out more information Asks meaning of new words - Choose their own play mates and play make believe games, such as pretending to be Spiderman. Comments and engages in conversation about stories, talking about what might happen next, linking to own experiences E.g. 'I have a bike too. I went to the park. They might go to the park.'</p>	<p>Pre-school (2-3 years) Start to be interested in other children's play and want to join in Understand the words big and little</p> <p>Pre-school (3-4 years) Listens and enjoys sharing a range of books, rhymes and songs Can start a conversation with an adult or a friend Uses talk to develop friendships and joins in with play</p> <p>Reception (4-5 years) Uses longer sentences and links ideas Retells stories simply - Repeats new vocabulary in the context of a story. Listens to what has been said and responds Waits for the person talking to stop before responding Understand words like 'first' and 'next' in a sentence. For example, 'First we're going to the shop, next we'll play in the park'.</p>	<p>Pre-school (2-3 years) Starts to talk about themselves, for example, can say what they like and don't like Uses over 50 words & Understands lots of words at least 300</p> <p>Pre-school (3-4 years) Asks lots of questions- why, what, where, who, how Can express a point of view. " I like" "I don't like..." Can sing a large repertoire of nursery rhymes Listen to and remember simple stories</p> <p>Reception (4-5 years) Understands spoken instructions and can listen without stopping what they are doing Take turns in longer conversations and stay on the same topic Understand longer instructions, for example 'Find your crayons, draw a picture and give it to Grandma'. Retells a story, using some new vocabulary and some exact words from the text Uses talk to work out problems and organise their thinking</p>	<p>Pre-school (2-3 years) Puts 4/5 words together to make simple sentences e.g. me want more juice Use action words such as 'run' and 'fall' as well as words for the names of things.</p> <p>Pre-school (3-4 years) Most speech is clear and can be understood Talks about events from the past (may have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.) Enjoy listening to longer stories Begins to like jokes although own often make little sense</p> <p>Reception (4-5 years) Use long and detailed sentences. For example, 'We went to the park but we came home because Joe hurt himself'. Retells how the story started, the main happening, and how it ended. - - Comments about what they have heard and asks questions to clarify their understanding- Understands humour - Openly listens to other points of view Can follow two-part instructions Is able to make up own stories</p>	<p>Pre-school (2-3 years) Understand simple who what where questions Answer simple questions about objects, for example 'which one do we eat with Ask lots of questions. They will want to find out the name of things and learn new words.</p> <p>Pre-school (3-4 years) Listen attentively in a range of situations. Beginning to pay attention to more than one thing at a time.. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Confidently talks in sentences up to at least 4 words. Starts to be able to plan games with others</p> <p>Reception (4-5 years) Talk about things that have already happened or will happen in the future. For example, 'Yesterday we went to visit Auntie Jan'. Understand words such as 'above', 'below' and 'between' to describe the position of things. 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 Explains their point of view clearly when they disagree with an adult or a friend, using words as well as actions</p>

EYFS CURRICULUM PLAN – Personal, Social and Emotional Development

Educational Programme: 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 9 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.					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self-Regulation					
<p>Pre-school (2-3 years) Can be comforted by a familiar adult and comfort object when parents leave or they are upset</p> <p>Pre-school (3-4 years) May seek comfort from familiar adults when parents leave but once familiar with the setting enter with growing confidence</p> <p>Reception (4-5 years) Find a way to cope when their parent leaves. Children calm with the support of an adult Identify their key feelings. They openly show their feelings through a range of expressions including smiling and crying Follow simple instructions, but may need encouragement to actively listen</p>	<p>Pre-school (2-3 years) Explores the provision expressing preferences and interests through their choices, checking in with familiar adults as needed</p> <p>Pre-school (3-4 years) Begins to recognise that some actions can hurt or harm others Labels a growing range of feelings – happy, sad, cross, angry, excited, scared,</p> <p>Reception (4-5 years) Understand that their actions affect others, for example if they hit their friends will be sad / if they do something kind for their friends it will make them happy. Sustain short periods of attention, giving attention to trusted adults in the setting</p>	<p>Pre-school (2-3 years) Develops a growing sense of independence and wants to do things by themselves, may result in frustration</p> <p>Pre-school (3-4 years) Shows increasing consideration of other people's needs and gradually more impulse control e.g. giving up a toy to another who wants it</p> <p>Reception (4-5 years) Children have secure knowledge to identify and describe the way they feel They know some reliable ways to help refocus and settle themselves, with less reliance on adult support Children avoid acting on impulse in most circumstances</p>	<p>Pre-school (2-3 years) Is able to say or show when they are happy/sad/cross</p> <p>Pre-school (3-4 years) Starting to recognise that behaviours have consequences, not always desired consequences</p> <p>Reception (4-5 years) To know that all behaviours have consequences. For example, if you are unkind to someone they may not want to play with you / if you are helpful and kind to others they may want to play with you. This knowledge informs many of their choices Children respectfully show the ability to wait for what they want, in most situations Children habitually listen to and respond to key instructions, and follow established routines instinctively</p>	<p>Pre-school (2-3 years) Accept adult intervention to resolve conflict but may become upset if they do not get what they want</p> <p>Pre-school (3-4 years) Practice assertion, negotiation and compromise and but may still need a supportive adult for help in resolving conflict with peers Show growing confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations</p> <p>Reception (4-5 years) To work co-operatively as part of a group or class. They make active choices they contribute to a respectful learning environment. They show appropriate levels of empathy for others Children remain absorbed in activities, including class inputs, for an appropriate period of time</p>	<p>Pre-school (2-3 years) Responds to others when they are hurt, sad or cross, showing concern and tries to offer comfort</p> <p>Pre-school (3-4 years) Joins in with group experiences in the majority of instances</p> <p>Pre-school (3-4 years) Are more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions</p> <p>Reception (4-5 years) Children adapt as needed, knowing how to disengage appropriately from interesting activities They can hold instructions in their minds, including more complex instructions that require the use of short term memory</p>
Managing Self					
<p>Pre-school (2-3 years) Feelings, emotions and needs are expressed through gesture and actions</p> <p>Pre-school (3-4 years) Able to express their needs more appropriately and ask adults for help Most children have established safe and appropriate toileting and hand washing routines. Some may continue to need the support of an adult. Willingly attempts to dress self independently, but may still need some adult support Select and use activities and resources, with help when needed</p> <p>Reception (4-5 years) Show they can manage independently and safely in the setting under direct supervision, with prompting and reminders as needed. Quickly learn to respect resources and use them carefully. Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p>Pre-school (2-3 years) Can say what they like and do not like and make choices based on this</p> <p>Pre-school (3-4 years) Responds positively to adult support Initiates own activity from the choices available Begins to play at self-chosen activities for extended periods</p> <p>Reception (4-5 years) They begin to select resources and activities independently and develop healthy responses to barriers, frustrations and challenges. They take responsibility for putting things away at the end of planned sessions. Are supported to value key routines for physical activity and accessing healthy snacks. Show awareness of the boundaries set and behavioural expectations/key rules in the setting</p>	<p>Pre-school (2-3 years) Begins to understand that behaviour has consequences and they may not always be the desired result</p> <p>Pre-school (3-4 years) Works towards own or suggested goal, drawing on adult support or resources as needed Recognise some things that they do which contribute to keeping health e.g. exercise, drinking, diet</p> <p>Reception (4-5 years) Care for their learning environment, typically managing resources independently in line with expectations, with some adult support. Know the importance of physical exercise and a healthy diet. They eat a healthy range of foods and understand the need for variety in food. Talk about ways to keep healthy and safe, physically and mentally. Show consistent application of setting rules (needing few reminders) and can explain the importance of these.</p>	<p>Pre-school (2-3 years) Tries to do more things for themselves and may resist support – may lead to frustration</p> <p>Pre-school (3-4 years) With encouragement will engage in activities/experiences that are new or not of own choosing and respond positively Shows increasing awareness of others when moving around the setting e.g. will walk around another child's building</p> <p>Reception (4-5 years) Show understanding for the need of safety when tackling new challenges and considers and manages some risks. Has increasing levels of resilience when faced with challenges. Know some reliable strategies that work to help them continue. Have the knowledge and skill to access a growing range of toys and resources independently. Begin to adjust their behaviour to different situations and with support can adapt to changes in routines</p>	<p>Pre-school (2-3 years) Begins to show some impulse control, for example resists taking something from someone else</p> <p>Pre-school (3-4 years) Enjoys being part of the group community shown through participation in daily routines Shows desire to see tasks through to completion and when they are faced with challenge seek support to continue</p> <p>Reception (4-5 years) Typically manage themselves well in new situations, drawing on a range of knowledge of relevant risks. Manage own hygiene and personal needs successfully. Can dress and undress independently, successfully managing fastening buttons or laces. Show secure understanding of the value of exercise, eating well, sleeping and hygiene to look after their bodies and minds</p>	<p>Pre-school (2-3 years) Starting to recognise and name some of their own emotions</p> <p>Pre-school (3-4 years) Follows rules in most instances, with little need for reminding, and knows why they are important Increasing confidence when presented with new activities and situations Typically dry and clean during the day.</p> <p>Reception (4-5 years) Show perseverance and are resilient to problems and challenges they face, including the differences in opinions of their peers. Have confidence to try out new activities with independence. They require minimal adult support to meet the high expectations in place. Have a secure understanding of rules and the value of them. They can reflect on poor choices and move on with greater understanding. Routinely adjust their behaviour to different situations and take changes of routine in their stride.</p>

EYFS CURRICULUM PLAN – Personal, Social and Emotional Development

Educational Programme: 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 9 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.

Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1
Building Relationships					
<p>Pre-school (2-3 years) Develops a secure attachment to key worker</p> <p>Pre-school (3-4 years) Plays alongside other children sharing experiences and play ideas May have a particular 'friend' that they like to be with</p> <p>Reception (4-5 years) Children initiate conversations, and begin to take account of what others say. Children build secure attachments with class staff. They are developing language and understanding of difference between themselves and peers.</p>	<p>Pre-school (2-3 years) Has a secure attachment to key worker which allows them to explore the setting, they may still check in with key worker</p> <p>Pre-school (3-4 years) Begin to use taught strategies e.g. timer, to manage turn taking more independently</p> <p>Reception (4-5 years) Children show typically secure ability to turn take and share fairly, some may need adult support. Children see themselves as a valuable individual as well as a valued member of the class/setting. Children can play on their own and have growing skill and interest in playing with others/ in small groups. They have key friendships that they value.</p>	<p>Pre-school (2-3 years) Observe the play of others and initiate interactions Seeks support from key worker if they encounter problems</p> <p>Pre-school (3-4 years) Develops friendships with more children Start to rely less on key person input / guidance.</p> <p>Reception (4-5 years) Children speak confidently in a familiar group. They show some active listening skills and can respond to what they hear. Children turn take and share fairly in most situations. Children are confident to apply social learning skills to build several strong relationships with adults in the setting. Actively consider others' needs through their spoken language and actions. Children are increasingly confident to play within newer groups or new environments.</p>	<p>Pre-school (2-3 years) Engage in positive interactions with other adults in the settings and peers</p> <p>Pre-school (3-4 years) Shares and takes turns with others during play with less need for adult support With support begins to understand how others may be feeling</p> <p>Reception (4-5 years) They can show tolerance and acceptance of others' ideas about how to play. They negotiate reasonably in simple terms Children apply their social skills to explore a wider network of friends. Children can use their words and actions to demonstrate their confidence, through key activities, showing personal expression.</p>	<p>Pre-school (2-3 years) Seeks out companionship of other adults and sometimes other children, showing interest in what they are doing</p> <p>Pre-school (3-4 years) Plays with one or more children, extending and elaborating play ideas Shows growing consideration of the needs of others through behaviour and actions</p> <p>Reception (4-5 years) Children build constructive and respectful relationships. They reliably turn take and share fairly. Take account of others' ideas about how to organise a game of activity. Children have established relationships with adults in the setting and this is conducive to learning.</p>	<p>Pre-school (2-3 years) Beginning to listen to and respond to other children when playing for example, in role play</p> <p>Pre-school (3-4 years) Attempts to solve conflicts appropriately and is beginning to compromise Show growing confidence when interacting with and responding to wider school staff</p> <p>Reception (4-5 years) Negotiate about ways forward with balance and take steps to resolve conflicts if needed. Children express themselves confidently in front of larger groups. They show active listening skills and can respond to what they hear with ideas and opinions.</p>

EYFS CURRICULUM PLAN – Physical Development

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Pre-school (2-3 years) Can build a four- to six-block tower. Can turn a few thick pages at time in a book. Can push, pull or dump things out. Walks and runs well</p> <p>Pre-school (3-4 years) Turns pages in a book, sometimes several at once Sits comfortably on a chair with both feet on the ground</p> <p>Reception (4-5 years) Experiments with different ways of moving (walking, running and Jumping) Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping Shows a preference for a dominant hand Develop and extend hand/eye co-ordination by hitting/pushing balloon on own and with a partner</p>	<p>Pre-school (2-3 years) Participates in finger and action rhymes, songs and games, imitating the movements and anticipating actions Begins to ride a tricycle</p> <p>Pre-school (3-4 years) Moves in response to music, or rhythms played on instruments such as drums or shakers Jumps up into the air with both feet leaving the floor and can jump forward a small distance</p> <p>Reception (4-5 years) Maintains balance using hands and body to stabilise Follow rules in simple team games Develop a range of balls/bean bag skill (using hands) and apply them successfully (push, roll, bounce, throw) Show increasing control and co-ordination when using a ball (over arm/underarm, aim, throw catch) Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance Uses simple tools to effect changes to materials Handles tools, objects, construction and malleable materials safely and with increasing control and intention</p>	<p>Pre-school (2-3 years) Imitates horizontal strokes on paper Can string four large beads onto a piece of string</p> <p>Pre-school (3-4 years) Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy Can balance on one foot or in a squat momentarily, shifting body weight to improve stability</p> <p>Reception (4-5 years) Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles Explore movements using a range of body parts – moving safely with spatial awareness Experiment with large, small, fast and slow movements Add movements together to form simple dance sequences Work effectively with a partner and perform simple sequences of movements Hold shapes with their body and balance in different ways</p>	<p>Pre-school (2-3 years) Can build a 10-block tower. Copies a circle on paper. Snips paper with child-safe scissors. Begins to have bladder and bowel control</p> <p>Pre-school (3-4 years) Starts to catch a large ball by using two hands and their chest to trap it Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride</p> <p>Reception (4-5 years) Move in a range of ways and directions, backwards, forwards, in, on, over and under apparatus moving safely and actively avoiding others Begins to form recognisable letters independently Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk Travels with confidence and skill around, under, over and through balancing and climbing equipment Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles</p>	<p>Pre-school (2-3 years) Draws straight lines and copies a circle Can stand on tip-toes Holds mark-making tools with thumb and all fingers</p> <p>Pre-school (3-4 years) May be beginning to show preference for dominant hand and/or leg/foot Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools</p> <p>Reception (4-5 years) Can grasp and release with two hands to throw and catch a large ball, beanbag or an object Develop a ranges of ball skills (using feet) kicking, stopping, controlling, dribbling and shooting Follow rules to play team games Further develop skills in jumping by jumping in different directions and at different speeds Jumping for height, jumping for distance Can skip with a rope Walk backwards Shows increasing control over an object in pushing, patting, throwing, catching or kicking it</p>	<p>Pre-school (2-3 years) Can cut a piece of paper in half with child-safe scissors. Rides a tricycle Runs and jumps easily Washes and dries hands Bladder and bowel control are usually established; uses potty chair or toilet</p> <p>Pre-school (3-4 years) Demonstrate awareness of others while moving and attempts to avoid them Start taking part in some group activities which they make up for themselves, or in teams. Beginning to jump and land safely Pull up a zipper after it is fastened</p> <p>Reception (4-5 years) Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons Take turns in simple games with rules Learn how to keep scores in a game Understand simple tactics in games and what happens if you are tagged/not tagged etc. Balance objects on racquets/bats so they do not fall and begin to move around with objects balancing Move safely, with good spatial awareness and able to dodge other successfully Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed</p>

EYFS CURRICULUM PLAN – Literacy

Reading and Comprehension					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Pre-school (2-3 years) Starting to join songs and rhymes, tuning in and paying attention Likes to share a book with an adult</p> <p>Pre-school (3-4 years) Listens to and identifies a variety of sounds Remembers and repeat rhythms Know and join in with a range of nursery rhymes Listen attentively to stories Begin to understand and continue to develop throughout the year 5 key concepts of print</p> <ul style="list-style-type: none"> The names of different parts of a book Print has meaning Print can have different purposes We read English from left to right and top to bottom Page sequencing <p>Looks at pictures in more detail and talk about what is happening Talk about stories they have heard and the bits they liked or disliked</p> <p>Reception (4-5 years) Begins to Linking sounds to letters. Phonics RWI: Single-letter Set 1 sounds (first 16) Reading: Begin to recognise initial sounds Oral blending – Fred talk. Read at least 16 Word Time, blending with magnetic letters Make simple predictions based on the story read so far Uses new vocabulary that has been introduced in teaching</p>	<p>Pre-school (2-3 years) Says some words in songs and rhymes and copies finger movements and actions Shows interest in books and rhymes may have some favourites which they seek to use</p> <p>Pre-school (3-4 years) Begin to recognise words that rhyme Experiment in different ways with voice sounds Move in time to a beat and count and clap syllables in words Notices words they do not know the meaning of Answer simple questions about events that have just happened in story Can retell a story using images such as a story map</p> <p>Reception (4-5 years) Word Reading: Begin to read words by sound blending. Phonics RWI: All Set 1 single letter sounds Blend sounds into words orally Reading: Blending with magnetic letters and reading CVC words Knows that print is read from left to right. Model how to follow text using finger. Retell a story or information that has been read to them in their own words Make reasonable anticipations of key events in stories through inference</p>	<p>Pre-school (2-3 years) Joins in with a wider range of songs and rhymes with props/ puppets to support attention Pays attention and responds to words and pictures in stories</p> <p>Pre-school (3-4 years) To recognise words that rhyme and begin to suggest additional rhyming words To recognise alliteration in every day speech and stories, rhymes and poems 'they begin with the same sound' Begins to make predictions about what might happen next – may not always be reasonable Understand that pictures offer clues as to what has happened / may happen next</p> <p>Reception (4-5 years) Word Reading: Introducing Special friends (di-graphs). Phonics RWI: Blend sounds to read words in short Ditty stories. Teach special friends sh,ch,th,ng, mk Reading: Provide opportunities for children to read words containing special friends: 'that', 'shop', 'chin', Practise re-reading CVC words and words in short captions and sentences for speed and automaticity Continue to make informed predictions about what may happen in a story based on previously read texts and own experiences</p>	<p>Pre-school (2-3 years) Begins to choose to look at books independently and turn the pages carefully Engages in talk about the story, words and images in a book</p> <p>Pre-school (3-4 years) Recognise some initial sounds in spoken words e.g. b for box Identify names or objects beginning with a given sound (oral) Discuss word meanings and link new words to know words Make links between what has been read to them and own experiences Identifies characters and some key events in stories they have heard Can orally retell a story in their own words</p> <p>Reception - (4-5 years) Word Reading: Begin to read simple sentences. Phonics RWI: Red Storybooks Read Set 1 Special Friends Reading: Read longer words made up of letter-sound correspondences they know: CVCC and CCVC words Read a few common exception words matched to RWI. Make predictions based on title, illustrations and blurb Expresses their ideas and views about characters in a story</p>	<p>Pre-school (2-3 years) Asks simple questions and shares own ideas about stories that are read to them Play develops around favourite stories when props are provided</p> <p>Pre-school (3-4 years) Begin to learn the name of the RWI picture images and recognise and some single letter sounds Begin to orally blend cvc words – Fred talk Use pictures to make basic inferences about characters feelings by looking at what they are saying and doing Make more informed predictions based on what has happened so far</p> <p>Reception (4-5 years) Word Reading: Read and understand simple sentences. Phonics RWI: Green Storybooks Read 4 double consonants Reading: Internal blending – Fred in your head –speeding up word reading. Increasing fluency. Distinguishing capital letters and lower case letters. Answer questions that require them to think beyond the words of a story e.g. why do you think that... Expresses their ideas about events in a story Recognises the difference between fiction and non-fiction books</p>	<p>Pre-school (2-3 years) Begins to use words and phrases from familiar/favourite stories when playing Know a range of nursery rhymes</p> <p>Pre-school (3-4 years) Continue to learn some single letter sounds and name all RWI single sound pictures Continue to orally blend – Fred talk Begin to find and show a given sound using magnetic letters Can sequence a simple story remembering key events</p> <p>Reception (4-5 years) Word Reading: Reading and understanding sentences with fluency including some common exception words. Phonics RWI: Green Storybooks Read first 6 Set 2 sounds Reading: Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Understands and uses a wide range of vocabulary that has been introduced through stories and non-fiction texts Explains predictions and explains why they may happen Retrieves information by looking for key words in the text Can sequence a story, remembering details and including some story specific vocabulary</p>

EYFS CURRICULUM PLAN – Literacy

Writing

<p>Pre-school (2-3 years) Takes part in sensory and physical experiences of mark making Pre-school (3-4 years) Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draws and makes mark in response to own experiences Reception (4-5 years) Hand dominance is typically secure Draws pictures to support writing process Explores marks including Dots, Straight lines and crosses, Circles, Waves, Loops and bridges & Joined straight lines Begins to use some initial sounds in writing with support Begins to write own name independently Begins to form lowercase letters using phonic phrases to support Begins to spell some simple words using magnetic letters with support</p>	<p>Pre-school (2-3 years) Begins to explore marks through sensory play– sand, foam, paint etc. Marks are random with no communicated meaning Pre-school (3-4 years) Marks and simple drawings are used to symbolise events, stories, emotions and ideas Writing is imitated by using repeated shapes which develops over time Able to suggest what mark making means to them Hand dominance is emerging Reception (4-5 years) Begins to write some simple CVC words using Fred Fingers/sound mats for support Explores a further range of marks to include Angled patterns, Eights, Spirals, Left-to-right orientation and patterns with marks Writes own name independently Attempt to write simple labels for pictures and images Begin to recognise and know there needs to be a space between words in captions and sentences Able to say a simple sentence for writing</p>	<p>Pre-school (2-3 years) Explores marks through sensory – sand, foam, paint etc. Marks are random with no communicated meaning Pre-school (3-4 years) Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use of wavy lines to look like writing – mock writing Reception (4-5 years) Continues to write CVC words using Fred Fingers/sound mats for support Forms long legged giraffe letters correctly Begins to form 1,2,3,4,5 Shows increasing interest in writing using their own ideas as motivation Orally composes what they will write before writing Attempts to write simple captions, some children may still need support Recognise and know that full stops are at the end of a sentence</p>	<p>Pre-school (2-3 years) Explores marks through sensory – sand, foam, paint, pens, crayons etc Marks are random Emerging understanding that marks can communicate meaning Pre-school (2-3 years) Letter like shapes used to communicate meaning Left to right directionality emerging Pretends to write words and marks take on more meaning that they talk about Reception (4-5 years) Begins to write some longer words still using Fred Fingers and sound mats for support if needed Forms one armed robot letters correctly Secures forming 1,2,3,4,5 Continues to orally compose what they will write before writing Writes captions to match pictures, with spaces between words, which can be read by others Recognise and know that a sentence starts with a capital letter Beginning to recognise and form some capital letters correctly</p>	<p>Pre-school (2-3 years) Explores marks through sensory – sand, foam, paint, pens, crayons etc. Marks become more intentional and include some vertical and horizontal lines May sometimes associate meaning to marks Pre-school (3-4 years) Copies their name Drawings becoming more detailed Recognisable letters emerging in mark making – usually from own name Reception (4-5 years) Beginning to write simple sentences but may still need reminding to include a capital letter and full stop Forms curly caterpillar letters correctly Begins to form 6,7,8,9, correctly Beginning to read work back to check it makes sense Begin to write longer words which are spelt phonetically Begins to spell some 'red' words correctly Writes different texts for different purposes e.g. simple instructions, reports, recounts, recipes etc.</p>	<p>Pre-school (2-3 years) Purposeful marks are emerging to include vertical, horizontal and circular marks Beginning to attach meaning and purpose to marks made –even though they may not be obvious to others Pre-school (3-4 years) Begins to write their name with support if needed Uses drawing and familiar letters to communicate meaning which they can explain to others Copies words within the environment Reception (4-5 years) Continues to develop sentence writing with capital letters and full stops being used more consistently Forms zig zag letters correctly Secures forming 6,7,8,9 correctly Writing can consistently be read by others Read their work back and check it makes sense Spells 'red' words correctly more consistently in writing Beginning to write a simple narrative</p>
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EYFS CURRICULUM PLAN – Mathematics

Mathematics Educational Programme: 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.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Pre-school (2-3 years) Explore and experience colours Match shape, colours, size</p> <p>Pre-school (3-4 years) Name and identify colours - red yellow, blue, green, purple and mixture Match towers, colours, buttons and shoes Match shapes Patterns – big and small Sort by colour, shape and size</p> <p>Reception (4-5 years) Match objects Match pictures and objects Identify a set Sort objects to a type Explore sorting techniques Create sorting rules Compare amounts Compare size & mass big, little, large, small, bigger than/smaller than heavier than / lighter than Compare capacity holds more/ holds the least Explore, copy and continue simple patterns Create simple patterns, shapes, colours, actions, sounds, spotting errors</p>	<p>Pre-school (2-3 years) Recite sequences of numbers Copy AB patterns</p> <p>Pre-school (3-4 years) Counting and subitising 1,2,3 Extend AB patterns, including movement 123 Numeral recognition Extend ABC patterns</p> <p>Reception (4-5 years) Find, subitise and represent 1, 2 and 3 1 more / 1 less to 3 Composition of 1, 2 and 3 Identify, name and compare circles and triangles Shapes in the environment Describe position – in, on, under, over, inside, around, between, though, behind Find 4 and 5 Subitise & represent 4 and 5 1 more / 1 less to 5 Composition of 4 and 5 Identify and name shapes with 4 sides Combine shapes with 4 sides My day and night – first, then, after, before, morning, afternoon, day, night, today, tomorrow</p>	<p>Pre-school (2-3 years) Begin to count in play and everyday contexts (sometimes inaccurately) Explore and talk about triangles and squares and pentagons</p> <p>Pre-school (3-4 years) Counting with 1:1 correspondence Subitising 3 – 5 Composition of 3 – 5 Identify and name triangles, squares and pentagon</p> <p>Reception (4-5 years) Introduce zero Find 0 to 5 Subitise & Represent 0 to 5 1 more / 1 less (to 5) Composition to 5 Conceptual subitising to 5 Compare mass heavy/ier light/er Find a balance Explore & compare capacity – full/empty nearly full/nearly empty more/less Find & represent 6, 7 and 8 1 more / 1 less (to 8) Composition of 6, 7 and 8 Make pairs-odd and even Double to 8 (find & make a double) Combine 2 groups Conceptual subitising Explore & Compare length</p>	<p>Pre-school (2-3 years) Begin to count with 1:1 correspondence to 3 and show counting like behaviour Explore and talk about height length mass and capacity</p> <p>Pre-school (3-4 years) Counting with 1:1 correspondence Subitising 3 – 6 Composition of 3 – 6 Introduce a ten frame for counting Height – identify and compare tall/er and short/er Length – identify and compare long/er and short/er Mass – compare mass heavy/ier and light/er Capacity – full/empty, nearly full/nearly empty, more/less</p> <p>Reception (4-5 years) Explore & compare height Talk about, order and sequence time Find & represent 9 and 10 Compare numbers to 10 Conceptual subitising to 10 1 more / 1 less to 10 Composition to 10 Bonds to 10 (2 parts) Make arrangements of 10 Bonds to 10 (3 parts) Doubles to 10 (find and make a double) Explore even and odd Recognise and name 3-D shapes Find 2-D shapes within 3-D shapes Use 3-D shapes for tasks 3-D shapes in the environment Identify more complex patterns Copy and continue patterns Patterns in the environment</p>	<p>Pre-school (2-3 years) Notice and talk about patterns Talk about more and lots of React to changes of amounts in a group</p> <p>Pre-school (3-4 years) Comparing groups - More than / fewer than One more (up to 6) One less (up to 6) Describe and name 2D shapes Revisit pattern AB / ABC</p> <p>Reception (4-5 years) Build numbers beyond 10 (10 -13) Continue patterns beyond 10 (10-13) Build numbers beyond 10 (14-20) Continue patterns beyond 10 (14-20) Verbal counting beyond 20 Verbal counting patterns Add more How many did I add? Take away How many did I take away Select shapes for a purpose Rotate & manipulate shapes Explain shape arrangements Compose & decompose shapes Copy 2-D shape pictures Find 2-D shapes within 3-D shapes Explore sharing & sharing</p>	<p>Pre-school (2-3 years) Complete simple puzzles and inset puzzles Build with different resources</p> <p>Pre-school (3-4 years) Revision composition 1 – 6 Time – day / night, order events in the day, first, next, before, after Positional language – on, under, in, out, front, behind</p> <p>Reception (4-5 years) Explore grouping & grouping Even and odd sharing Play with and build doubles Identify units of repeating patterns Create & explore own pattern rules Replicate and build scenes and constructions Visualise from different positions Describe positions Give instructions to build Explore mapping Represent maps with models Create own maps from familiar places and story situations Deepen understanding of patterns and relationships</p>

EYFS CURRICULUM PLAN – Understanding the Word

Understanding the World Educational Programme: 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					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The World (Science & Technology)					
<p>Pre-school (2-3 years) Identify some of their own body parts when asked Know that brushing our teeth is important Experience seasonal changes by being outside (Autumn)</p> <p>Pre-school (3-4 years) Identify and name basic body parts. Use senses to explore Know different ways to look after our teeth. Observing seasonal changes (Autumn) – school ground walks Reception (4-5 years) Identify and name body parts and facial features Know that we need a balanced diet of food and water to keep us healthy and survive Identify and use our senses to explore Know why we brush our teeth, how often to do it and how to do it effectively. Notice and describe seasonal changes Completes simple programs on the smartboard of tablet</p>	<p>Pre-school (2-3 years) Explore materials, textures and properties through messy play, malleable play and collections of objects Show interest in toys that light up and with buttons, flaps and simple mechanisms</p> <p>Pre-school (3-4 years) Begin to name some common materials and use vocabulary such hard, smooth, soft, bendy to talk about them Explore and observe the effects of light and dark Begins to operate simple equipment such as torches, smartboard and tablet Observe and ask questions about changes whilst cooking Reception (4-5 years) Name and describe common materials and draw comparisons between them Sort and classify objects according to their materials and properties Test the suitability of different materials e.g. waterproof, strength, shiny Describe and record changes while cooking Explore how shadows are made using artificial light</p>	<p>Pre-school (2-3 years) Experience seasonal changes by being outside (winter) Name some common and familiar animals (pets, farm) Use simple vocabulary to describe animals e.g. colour, shape, size Pre-school (3-4 years) Identify and name a range of different weather types Name a wider range of animals including some wild animal Talk about and describe where some common animals live e.g. pets – kennel, hutch, farm – barn, stable etc. Compare animals noticing similarities and differences between them Reception (4-5 years) Recognise that climates vary around the world Name a variety of different animals from around the world, explain where they live and what they need to survive Use an increasing range vocabulary to describe parts of animals e.g. paw, tail, whiskers, claw, talons etc. Group, sort and classify animals in different ways Research to find out more about a chosen animal using books and the internet (with adult support)</p>	<p>Pre-school (2-3 years) Experience spring by being outside. Begin to understand the need to respect and care for the natural environment and living things. Show interest in looking after tadpoles and planting Use simple vocabulary to describe the plants they see e.g. size, shape, colour Pre-school (3-4 years) Observe and talk about seasonal changes(spring) – school ground walks Recognise, observe and talk about how plants grow and know some ways they can be cared for e.g. watering, place them in light. Care for tadpoles. Knows that information can be retrieved from digital devices and the internet Reception (4-5 years) Know most plants start from a seed or a bulb and that plants are a living thing Explain what plants need to survive Observe, describe and record changes and growth over time Use scientific vocabulary to name different parts of a plant Observe, talk about and ask questions about what happens when plants die (decay) Research and retrieve information from the internet with an adult</p>	<p>Pre-school (2-3 years) Explore and play toys that have magnets e.g. brio trains, magnetic construction Notice and talk about mini beasts in the outdoor area Observe the life cycle of a butterfly /frog Pre-school (3-4 years) Explore the effects of using magnets and notice that they stick to some materials but not others Notice, comment on and ask questions about objects that float and sink Identify and name and notice similarities and differences between common minibeasts. Observe and talk about the lifecycle of a butterfly / frog Reception (4-5 years) Name and describe common mini beasts, comparing and classifying them Investigate habitats of mini beasts and talk about why they are suitable for them Carefully draw and label mini beasts. Observe, describe and record the changes in the lifecycle of a frog / butterfly Observe and test the effects of magnets on different materials and talk about and begin to record what is found out</p>	<p>Pre-school (2-3 years) Experience summer by being outside Operate mechanical toys observing their effects Pre-school (3-4 years) Observing seasonal changes (summer)– school walks Becomes more skilled at operating technological toys such as smartboard, talking pegs and headphones Reception (4-5 years) Creates simple content to record their learning – drawing on a screen, taking a photo or a video Investigate, observe and compare how materials behave in water Investigate shadows and what happens to them throughout the day</p>
The World (People, Culture and Communities inc Geography)					
<p>Pre-school (2-3 years) Talks about themselves and own needs dislikes Pre-school (3-4 years) Describes their own family, relations, friends and pets and other things that are important to them Reception (4-5 years) Can talk about some of the similarities and differences in relation to friends and families Ask questions know more about the people who are familiar to them e.g. family, friends, staff, Comment on, using simple geographical language, and represent features of the school environment</p>	<p>Pre-school (2-3 years) Expresses likes and dislikes Talks about members of immediate family and who they live with Pre-school (3-4 years) Talks about own family routines and customs and beginning to recognise they might be different to other peoples Notice that environments and images in stories are different to their own Reception (4-5 years) Remembers and talks about special events they have joined in with Starting to understand that different communities and cultures celebrate different special events and in different ways. Discuss and explain why environments in stories and images are different to the ones they live in</p>	<p>Pre-school (2-3 years) Is starting to notice that people are different Comment on and represent features of their home Pre-school (3-4 years) Show interest in different occupations and imitate them in role play e.g. Dr's and nurses, vets, police, builders, hairdressers, shop assistants Reception (4-5 years) Shows interest in and find out about different cultures, special places and ways of life Identify land and water on maps and globes and use geographical terms to describe bodies of water e.g. lake, river, sea, (even if not always used correctly)</p>	<p>Pre-school (2-3 years) Is developing acceptance of difference between people with positive attitude Pre-school (3-4 years) Notice and comment on similarities and differences between children and families through own experience and stories Knows that there are different countries in the world Reception (4-5 years) Knows that other children do not always enjoy the same things as them and are sensitive to this Compares similarities and differences between life, belief and celebrations at school, within the community and in different countries</p>	<p>Pre-school (2-3 years) Beginning to talk about differences they notice between themselves and others Pre-school (3-4 years) Understand that some places are special to members of their community Comment on and represent features of the pre-school environment Reception (4-5 years) Talk about and describe features of the local environment using simple geographical terms Create real or imaginary maps and know they represent a place</p>	<p>Pre-school (2-3 years) Begins to imitate everyday actions of adults and events in role play Begin to ask questions about the work around them Pre-school (3-4 years) Starting to understand similarities and differences that connect and distinguish them from others. Use maps in pretend play Reception (4-5 years) Asks questions to find out more about people who help us in the community and describe the roles they fulfil in society Recognises and can about differences between themselves and others, families, communities, cultures, traditions and life in other countries drawing on knowledge from stories, non-fiction texts and map</p>

EYFS CURRICULUM PLAN – Understanding the Word

Educational Programme: 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

The World (Past and Present)

<p>Pre-school (2-3 years) Know they used to be a baby and now they have grown and can do more</p> <p>Pre-school (3-4 years) Talk about things they can do now that they could not do before Starting to sequence family members age according to stage simply e.g. baby, child, adult Begin to use time vocabulary to sequence events, first, the, next, Reception (4-5 years) Explain ways they have grown and changed and will change since birth Use various sources to talk about how family life was similar and different in the past Uses vocabulary to describe when things have or will happen e.g. time of day, day of week, before/after etc.</p>	<p>Pre-school (2-3 years) Talk about and reflect on things that have happened in their day</p> <p>Pre-school (3-4 years) Describe key memories/event s that have happened in their life – using photographs to support</p> <p>Reception (4-5 years) Describe and sequence key memories in their life, using photographs to support Understands how events from the past impact today – e.g. remembrance, Diwali, Christmas</p>	<p>Pre-school (2-3 years) Talk about things that have happened in their own lives</p> <p>Pre-school (3-4 years) Talk about events in the lives of their family or friends Knows there are days of the week that repeat in order</p> <p>Reception (4-5 years) Talk about events in the lives of other people, including significant people Describes the past using language such as before, long ago, when, older, etc.</p>	<p>Pre-school (2-3 years) Talks about things that are new or different Uses vocabulary to identify different parts of the day e.g. morning, lunch time, bedtime</p> <p>Pre-school (3-4 years) Use artefacts in play and understand that some are new and some are old e.g. camera</p> <p>Reception (4-5 years) Recognises that similarities and differences between the past and present can be shown in different ways e.g. stories, artwork, artefacts, video clips etc.</p>	<p>Pre-school (2-3 years) Show an interest in images and photographs that depict the past</p> <p>Pre-school (3-4 years) Comment on difference they can see in photos or images (in stories) that represent the past, Talks about routines using before and after</p> <p>Reception (4-5 years) Asks questions about the differences they can see in photographs or images (in stories) that represent the past Use various sources to talk about how life was similar and different in the past</p>	<p>Pre-school (2-3 years) Comments on recent photographs of things that have happened to them and events they have been part of</p> <p>Pre-school (3-4 years) Recount recent activities from the past using a photograph as a prompt Knows there are months of the year which repeat in order</p> <p>Reception (4-5 years) Make observations and conclusions about the past from photographs and images Understand the past through settings, characters and events encountered in books and story telling</p>
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EYFS CURRICULUM PLAN – Expressive Arts and Design

Educational Programme: 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.					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Pre-school (2-3 years) Experiment with a range of mark making media (whole body & sensory) Hold scissors – often using both hands to open and close the blades</p> <p>Pre-school (3-4 years) Explore mark making using a range of drawing materials. Explore paint, using hands as a tool Makes snips on paper and begin to move forward on paper Copies basic actions and repeats some independently</p> <p>Reception (4-5 years) Know artists draw many different things and use different tools to draw with Investigate different lines e.g. thin, thick, wavy, straight Begin to develop observational skills for artwork (for example, by using mirrors to include the main features of faces) Cuts along a curved line with scissors Stopping and starting playing an instrument at the right time</p>	<p>Pre-school (2-3 years) Experiment with a range of malleable materials and makes marks in them (sensory exploration) Stacks toys and blocks</p> <p>Pre-school (3-4 years) Use modelling tools to cut and shape soft materials e.g. playdough, clay Recognise and name colours as they paint Makes models using a range of construction resources</p> <p>Reception (4-5 years) Know colours can be mixed to make new colours Know there are different shades of the same colour and identify colours as 'light' or 'dark'. Know that artists choose colours to draw or paint with Can cut a circles shape with scissors Draw simple things from memory Adds texture to work using tissue, pasta ribbons Uses construction sets and blocks purposefully to create detailed play scenarios</p>	<p>Pre-school (2-3 years) Take part in experiences involving a range of textures Learns to open and close scissors – not necessarily ready to use on paper Responds to music</p> <p>Pre-school (3-4 years) Use simple terms to describe what something feels like (e.g. bumpy). Begins to use a 'helping hand' to turn paper while cutting Builds 'walls' and creates enclosed spaces Sings in a group and tries to keep in time</p> <p>Reception (4-5 years) Explore paint textures, for example mixing in other materials or adding water Explore the properties of clay by pinching, twisting and making indents to create desired effects Uses thick paintbrushes and thin ones to add details Know artists use modelling materials like clay to recreate things from real life Creates simple collages using a range of materials e.g. pasta, beans, buttons etc., to create textures and patterns Learns short dance routines, beginning to match pace</p>	<p>Pre-school (2-3 years) Use and notice that colours are different when painting and mark making Joins two or more toys e.g. Duplo Moves in response to music</p> <p>Pre-school (3-4 years) Explore what happens when paint colours mix Make prints using a range of materials Draws with increasing complexity and detail e.g. a potato person with a face Beginning to move in time with music Builds simple models with walls, roofs and towers</p> <p>Reception (4-5 years) Use paint to express ideas and feelings and explain their choices Talk about colour, shape and texture Selects additional tools to improve their painting e.g. stamps, rollers Recognise some artists cut and stick photos to make new images Cuts square shapes using scissors Begin to draw landscapes and buildings Knows how to improve models by scrunching, bending, rolling, folding, bending, twisting Constructs with purpose using a range of materials Sings by themselves matching pitch and melody</p>	<p>Pre-school (2-3 years) Exploring loose parts and make arrangements Makes snips in papers with scissors – no forward motion</p> <p>Pre-school (3-4 years) Investigate marks and patterns when drawing Creates pictures, images and patterns using loose materials Cuts along straight lines with scissors Sings in a group beginning to match pitch and melody Beginning to make complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Reception (4-5 years) Practise looking carefully when drawing Respond to a range of stimuli when painting. Select and arrange natural materials to make 3D artworks. Know some art doesn't last long- it is temporary Create patterns or meaningful pictures when printing Select and use appropriate drawing tool e.g. finger, stick, pencil, pastel, chalk etc. Learns longer dance routines and matches pace</p>	<p>Pre-school (2-3 years) Stack and group a range of creative materials Watches and copies basic actions (dance) Begins to use glues with adult support</p> <p>Pre-school (3-4 years) Know the names of a wide range of colours. Combine materials to create models Show different emotions in their drawings Playing untuned percussion 'in time' with a piece of music Develops complex stories around small world resources, e.g. animals or dolls</p> <p>Reception (4-5 years) Combine materials when drawing Explore colours, patterns and compositions when combining materials in collage Develop 3D models by adding colour. Know sometimes artists are inspired by the seasons Cuts complex shapes using scissors Beginning to weave Impress and apply decoration to malleable materials such as clay and salt dough Makes up own dances and performances</p>