



# Thursfield Early Years



## Intent

At Thursfield, we provide children with a concept led, knowledge rich curriculum that has no limits or barriers to their achievements, regardless of background, circumstance, or need. Within our Early Years, we provide a solid foundation for the curriculum, allowing children to fill up their suitcase before beginning their Thursfield journey with their 'ticket to anywhere'.

Using our school motto, 'We Care, We Share, We Dare to Dream', we ensure that each of the seven key features of effective practice are met within our Early Years.

## We Care

We understand that starting school can be a big step for little people. We provide **high quality care** to ensure that children settle within their new environment. The prime areas of learning are central to our everyday teaching, ensuring that all children are ready to take their next steps towards learning. Our effective practitioners provide **the best for every child**, ensuring that all children are given an equal chance to succeed, regardless of their starting point. We narrow the gap for our disadvantaged children through our high quality care and curriculum.

## We Share

We develop strong, respectful **partnerships with parents** through effective transition, regular communication and high engagement. We use Tapestry, an online journal, to allow both school and home to share and celebrate achievements and learning. We use **assessment** to understand what each child can do and how we can deepen or extend their learning. We share these successes with parents, governors, and the children.

## We Dare to Dream

Our carefully planned, ambitious **curriculum** allows children to build on their knowledge and experiences over time. It is bursting with language, which is consistently modelled, and new vocabulary is taught to encourage rich language development. Effective **pedagogy** is a mix of different approaches, from play to observation to guided learning. We carefully organise an enabling environment which provides a careful balance of high quality play experiences and effective guided learning. As the children progress through Early Years, the need for more guided learning increases which aids their transition to KS1. We promote the development of **self-regulation and executive function**, allowing regular opportunities for children to focus their thinking, persist and plan ahead.



# Thursfield Early Years



## Implementation

Our Early Years team provide a nurturing and safe environment which supports our ambitious, coherently planned, sequenced curriculum. Resources are carefully chosen to meet the needs of all children and to promote learning. Children are given time to discuss and explore new learning, with regular opportunities to effectively communicate with each other and staff. Books have been carefully chosen to introduce new ideas, concepts and vocabulary. When reading new or familiar books, staff will read in a way which excites and engages, promoting a love of reading and literature. Children are taught to read and write through expert teaching of a systematic, synthetic phonics programme, Little Wandle; children practice reading through books which match their phonic knowledge.

Each of the seven areas of learning have been carefully planned to allow children to build on prior knowledge and experiences throughout their Early Years Journey. Each area allows children to progress through our curriculum, developing in depth knowledge and key skills in order to fill their suitcase at the end of Reception, achieve the Early Learning Goals and be ready to continue on their Thursfield journey with their 'Ticket to Anywhere'.

Within each of the seven areas, key texts, vocabulary and curriculum goals are highlighted to allow staff and parents to understand the expectations within the curriculum and to ensure all children are making progress. We understand that children's development and progress is not always linear, staff have expert knowledge to allow them to understand each child's personal next steps to aid their development and progress throughout the year. We carefully plan the environment and enhancements, using ongoing staff assessment to drive this. Through constant communication, all staff can confidently talk about what has been provided and why.





# Autumn Term in Early Years



Within the first two weeks, children will settle into their new environment. They will learn the rules and routines of daily school life. Staff will assess the current skills of all children and provide an environment which allows for skills to be demonstrated. The government baseline will be completed within the first half term alongside observations of children to inform the needs and next steps of the cohort. The focus of the Autumn Term will be on the three Prime Areas of the EYFS, as children join us from a variety of settings. To fully access our curriculum, children need to be secure in the three prime areas. Any gaps within these areas will be highlighted and worked upon so that all children can make progress. We understand that learning and progress isn't linear, however we want to ensure all children are given the best start possible.

## PSED

To develop PSED skills, we will focus on:  
Rules and routines Turn taking Feelings  
Building up time spent on the carpet  
Open-ended challenges to develop independence, perseverance and resilience  
Weekend news shared through Tapestry  
Following instructions in small groups  
Adult interaction and modelling within the environment

## C&L

To develop C&L skills, we will focus on:  
Role Play - Kitchen which is familiar to all children, other role play enhancements relating to learning  
Small world opportunities - enhanced with familiar items  
Stories - familiar stories, new vocabulary  
Nursery rhymes  
Small group listening  
Show and tell, weekend news, time for talking

## PD

To develop PD skills, we will focus on:  
Outside opportunities for GM skills  
Daily FM morning activities and throughout provision  
Pencil grip will be assessed and developed  
Wide variety of resources available for children to demonstrate their GM & FM skills  
Weekly PE lessons following GetSetforPE - building on the foundations for PE

## Maths

To develop Maths skills, we will focus on:  
NCTEM progression  
Maths baselines and assess each half term  
Whole class maths input - small group interventions  
Counting songs and recall  
Building up our number fluency  
Carefully planned maths curriculum  
Opportunities to support mathematical learning within the provision

## Literacy

To develop Literacy skills, we will focus on:  
High quality texts, story maps, vocabulary and talk for writing  
Oracy skills through talk for writing - record children's oracy weekly - retell part of the story (1 sentence)  
Phonics - from week 2 - Little Wandle (on carpet & whiteboards), assess each half term. Reading books: Aut 1 - routines/wordless books Aut 2 - wordless/phase 2  
Letter formation in small groups, practise forming the letter taught during phonics on whiteboards and then in books.

## Interventions

Some children may need specific interventions for:  
PD - GM/FM - inc. Pencil grip (after being taught)  
Name writing - Aut 2 - after being taught letter formations  
C&L - small group listening, speech, show and tell  
PSED - turn taking in small groups, following instructions, staying focused  
Phonics - Little Wandle Keep Up  
Maths - Keep Up



# Spring Term in Early Years



As children move into the Spring Term, they will be accessing our curriculum with good skills in the prime areas. Staff will provide an environment which will reflect the cohorts needs and areas for development. Areas of provision will be enhanced to allow for learning to continue after teacher inputs. There will be opportunities for child-initiated learning as well as adult guided learning. Within the Spring Term, staff will be able to focus on the Specific Areas of the EYFS. Children will be observed regularly and next steps for individual children will be worked upon to allow all children to succeed. Specific interventions may be needed for some children to close the gaps.

## PSED

To develop PSED skills, we will focus on:

Independence Resilience Perseverance

We will support children in negotiating with others, navigating and regulating their emotions through their play

## C&L

To develop C&L skills, we will focus on:

Role play - enhanced by theme or child led (deconstructed)

Small world enhanced by theme

Conversation - peer talk, show and tell with questions, weekend news with comments, use of past tense

## PD

To develop PD skills, we will focus on:

Handwriting within phonics, scissor skills - interventions for those who need it

Outside - risk taking, GM skills, we may have a specific outdoor focus for some children

## Maths

To develop Maths skills, we will focus on:

NCTEM progression - Carefully planned curriculum

Half term assessments

Maths fluency of key facts

Whole class input - group activity - intervention straight after if needed

Opportunities to support mathematical learning within the provision

## Literacy

To develop Literacy skills, we will focus on:

Vocabulary - High quality texts - Talk for Writing - story maps - oracy retell recorded week1 (2 sentences) and writing cvc words in spring 1, building to captions in spring 2

Phonics - Little Wandle - continue with whiteboards during lesson - moving towards some children in books during lesson - dictated sentence in phonics books - small groups Sp1 - work on developing number of words children can hold in their head - initially 4 words  
Reading books will match the child's phonetic ability

## Utw & EAD

To develop UtW and EAD skills, we will focus on:

Teaching specific skills for EAD where necessary

Specific teach in the afternoons of the theme

Provision - enhancements to support theme

High quality texts to develop theme

Home - using Tapestry to share extended learning at home

## Interventions

Some children may need specific interventions for:

Name writing - letter formation focus

PD - GM/FM - inc. Pencil grip, Dough Disco

C&L - communication, speech

PSED - feelings, turn taking etc.

Phonics - Little Wandle Keep Up

Maths - Keep Up



# Summer Term in Early Years



During the Summer Term, children will be accessing the provision to continue their learning and will show independence and resilience with tasks. Staff will provide an environment which supports the cohorts needs and offers opportunities for further development of the curriculum. Children will engage in more adult directed activities as they prepare for their transition into Year 1. Some children may need more specific interventions to close any gaps and this will be regularly assessed by staff, ensuring that all children are making progress and their needs are being met. Children will be assessed against the Early Learning Goals and this information will be shared with parents/carers and their year 1 teacher to ensure a smooth transition.

## PSED

To develop PSED skills, we will focus on:  
Independence, resilience, perseverance through providing challenges for children to complete in the afternoons  
Readiness for Y1

## C&L

To develop C&L skills, we will focus on:  
Role play - enhanced by theme or child led  
Small world enhanced by theme  
Conversation - peer talk, show and tell with questions, weekend news with comments and responses

## PD

To develop PD skills, we will focus on:  
Handwriting, scissor skills  
Outside - risk taking, GM skills, outside sessions may have a specific focus for some children

## Maths

To develop Maths skills, we will focus on:  
NCTEM progression - Carefully planned curriculum  
Half term assessments  
Maths fluency of key facts  
Whole class input followed by adult led activity - aid transition to Y1 and begin to use maths books for recording  
Opportunities to support mathematical learning within the provision

## Literacy

To develop Literacy skills, we will focus on:  
Vocabulary, High quality texts  
Talk for Writing - story maps - oracy retell recorded weekly (3 sentences) including writing caption/sentence  
Phonics - Little Wandle - sit at tables for writing aspect, all children in phonics books - continue work on developing number of words children can hold in their head - aiming for 6 to 8 words  
Reading books will match the child's phonetic ability

## Utw & EAD

To develop UtW and EAD skills, we will focus on:  
Teaching specific skills for EAD where necessary  
Specific teach in the afternoons of the theme  
Provision - enhancements to support theme  
High quality texts to develop theme  
Home - using Tapestry to share extended learning at home  
Challenges within the provision for children to complete

## Interventions

Some children may need specific interventions for:  
PD - handwriting  
C&L - communication, speech  
Literacy - dictation, holding words, oracy  
Phonics - Little Wandle Keep Up  
Maths - Keep Up



# Progression within adult directed activities



## Morning Activities

### Autumn 1

Fine Motor activities - modelled and supported by staff

Rules & Routines

### Autumn 2

1 group - pencil control - supported by staff  
3 groups - FM activities

### Spring 1

1 group - name writing - supported by staff  
3 groups - scissor skills - cut along a line

### Spring 2

1 group - cvc writing - supported by staff  
3 groups - scissor skills - cutting shapes

### Summer 1

1 group - caption writing - supported by staff  
3 groups - morning maths

### Summer 2

1 group - sentence writing - supported by staff  
3 groups - morning maths

## Phonics

### Autumn 1

Use whiteboards within lesson  
1:3 in books - letter formation

### Autumn 2

Use whiteboards within lesson  
1:3 in books - cvc - spelling section LW

### Spring 1

Use whiteboards within lesson  
1:4 in books - cvc - spelling section LW

### Spring 2

Use whiteboards within lesson  
1:4 in books - write the sentence from LW adapted for dictation (dependent on how many words child can hold)

### Summer 1

Use whiteboards within lesson - aim for some children to write in books - supported by Teacher  
1:4 in books - write the dictated sentence from LW

### Summer 2

Aiming for all children to write the dictated sentence from LW in books  
Some children may need to work in a small group or be supported by TA

## Literacy

### Autumn 1

Record child's oral retell of the beginning of the story - modelling full sentences

### Autumn 2

Record child's oral retell of the beginning of the story - 1 full sentence

### Spring 1

Record child's oral retell of part of the story - 2 sentences  
Write a cvc word matched to current phonic knowledge linked to the story

### Spring 2

Record child's oral retell of part of the story - 2 sentences  
Write a caption matched to current phonic knowledge linked to the story

### Summer 1

Record child's oral retell of the beginning, middle and end of the story - 3 sentences  
Write a caption/ sentence matched to current phonic knowledge linked to the story

### Summer 2

Record child's oral retell of the beginning, middle and end of the story - 3 sentences  
Write a sentence matched to current phonic knowledge linked to the story





# Progression within adult directed activities



## Maths

### Autumn 1

Whole class input  
Friday - fluency & review

### Autumn 2

Whole class input  
Teacher led group activity x1  
Friday - fluency & review

### Spring 1

Whole class input  
Teacher led group activity x2  
Friday - fluency & review

### Spring 2

Whole class input  
Whole class practical activity after  
input  
Friday - fluency & review

### Summer 1

Whole class input  
Whole class activity after input -  
model recording  
Friday - fluency & review

### Summer 2

Whole class input  
Whole class activity after input -  
record in maths books  
Friday - fluency & review

## Provision

### Autumn

Rules & routines  
Heavily modelled & scaffolded - enhanced by interests  
FM activities, PSED activities, specific needs being planned for

### Spring

Provision enhanced by interests and theme  
Opportunities to practise literacy & maths skills within provision  
Planned activities relating to theme to develop UTW / EAD skills which have been modelled  
Specific needs being planned for

### Summer

Provision enhanced by interests and theme  
Specific planned activities to practise literacy and maths skills - sometimes adult led - children encouraged to complete  
Planned activities relating to theme to develop UTW / EAD skills which have been modelled  
Specific needs being planned for

## Interventions

### Autumn 1

PSED - turn taking, friendships  
PD - GM Squiggle, FM precision  
C&L - listening, concentration  
Phonics - Phase 1, GPC precision, blending

### Autumn 2

PD - FM precision, pencil control, letter formation  
Phonics - GPC, tricky words, blending P2  
Maths - composition to 5

### Spring 1

PD - pencil control, letter formation, name writing  
Phonics - GPCs, tricky words, blending P2/3  
Maths - bonds to 5

### Spring 2

PD - scissor skills, name writing, handwriting  
Phonics - GPCs, tricky words, blending P3  
Maths - fluency to 5

### Summer 1

PD - scissor skills, handwriting  
Phonics - GPCs, tricky words, blending P3/4  
Maths - fluency to 10

### Summer 2

PD - scissor skills, handwriting  
Phonics - GPCs, tricky words, blending P3/4  
Maths - fluency to 10



# Educational Programmes from the EYFS Framework



## Communication & Language

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.

## Personal, Social and Emotional Development

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 peacefully. These attributes will provide a secure platform from which children can achieve at school and in later life.

## 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.

## 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).

## Mathematics

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.

## Understanding the World

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.

## Expressive Arts and Design

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# Early Learning Goals from the EYFS Framework



## Communication & Language

### Listening, Attention and Understanding ELG

- 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;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

### Speaking ELG

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- 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.

## Personal, Social and Emotional Development

### Self-Regulation ELG

- 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.

### Managing Self ELG

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
  - Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

### Building Relationships ELG

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

## Physical Development

### Gross Motor Skills ELG

- Negotiate space and obstacles safely, with consideration for themselves and others;
  - Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

### Fine Motor Skills ELG

- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases;
  - Use a range of small tools, including scissors, paint brushes and cutlery;
  - Begin to show accuracy and care when drawing.





# Early Learning Goals from the EYFS Framework



## Literacy

### Comprehension ELG

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
  - Anticipate - where appropriate - key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

### Word Reading ELG

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

### Writing ELG

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

## Understanding the World

### Past and Present ELG

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling;

### People Culture and Communities ELG

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;
- 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;
- 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.

### The Natural World ELG

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- 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;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

## Mathematics

### Number ELG

- Have a deep understanding of number to 10, including the composition of each number;
  - 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.

### Numerical Patterns ELG

- 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;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

## Expressive Arts and Design

### Creating with Materials ELG

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

### Being Imaginative and Expressive ELG

- Invent, adapt and recount narratives and stories with peers and their teacher;
  - 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.





## Personal, Social, Emotional Development

Self-Regulation  
Managing Self  
Building Relationships



## Key Texts



### Autumn - My World

We will get to know our new classroom and school and understand the rules we need to follow. We will make new friends and develop positive relationships, taking turns and being aware of others feelings. We will learn about our feelings and how to manage them. We will learn about Democracy through being fair. We will go to the toilet by ourselves and try to get dressed without much help.

Colour Monster

The Great Big Book of Feelings

Farmer Duck

## Vocabulary



happy, content, excited, unhappy, upset, annoyed, angry, calm, peaceful, frightened, nervous, worried, democracy, vote, fair, share

## Curriculum Goals



- I follow the school rules
  - I can take turns
  - I can say how I feel
- I can manage my feelings appropriately
  - I can get dressed by myself

### Spring - The Great World

We will continue following school rules and understand why these are important, including looking at the Rule of Law. We will set goals and try our best to achieve these. We will start to become independent learners and not give up when we face a challenge. We will follow instructions involving several ideas or actions. We will learn about how to keep our bodies healthy and begin to know why this is important.

Stone Soup, I Will Not Ever Never eat a Tomato

What are Germs?

Goldilocks

Law, rules, safety, care, wellbeing, goal, target, ambition, achieve, complete, independent, challenge, health, fitness, strength

- I can say why rules are important
  - I can work independently
    - I keep on trying
  - I follow instructions
  - I talk about being healthy

### Summer - The Big Wide World

We will continue following school rules and understand why these are important. We will be confident to try new activities, show independence, perseverance and resilience when facing a challenge. We give focused attention and follow a set of instructions. We will understand the importance of healthy food choices and good oral health. We will be tolerant of others differences and show respect.

Only One You, Welcome to Our World

Why Do I Need to Brush my Teeth?

But Martin!

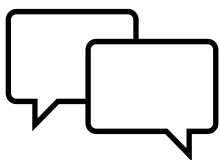
resilience, perseverance, determination, willpower, nutrition, diet, healthy, unhealthy, dental health, dentist, teeth, gums, brushing, tolerant, accept, differences, respect

- I persevere with activities
  - I am resilient
- I can follow several instructions
- I can talk about healthy food
- I can talk about oral health



## Communication & Language

Listening, Attention & Understanding  
Speaking



### Autumn - My World

We will listen to our teachers and friends in small groups and during whole class time. We will respond to what others have said by answering and asking questions and making comments. We will speak clearly when sharing our weekend news with others. We will try to use full sentences when expressing our ideas. We will learn new vocabulary and use this throughout the day.

### Spring - The Great World

We will listen to our teachers and friends and respond by asking and answering questions appropriately and making comments. We will hold conversations. We will try to use the past tense when sharing our weekend news. We will use full sentences when expressing our ideas. We will begin to offer explanations of why things might happen. We will use learnt vocabulary in different contexts.

### Summer - The Big Wide World

We will listen attentively to our teachers and friends. We ask questions to clarify our understanding. We will use the past, present and future tenses when sharing our ideas. We will use full sentences and conjunctions to connect our ideas. We will offer explanations of why things might happen using previously learnt and newly introduced vocabulary.

## Key Texts



What Makes Me a Me?

Think Big

New Year, New Me

Little Acorn

Welcome to Our World

The Bee Book

## Vocabulary



stories, listen, attention, question, answer, comment, respond, talk, word, sentence, share, ideas, thoughts

poem, rhyme, conversation, past, tense, express, share, discuss, vocabulary, language

non-fiction, articulate, attentively, clarify, understand, explain, check, describe, connect, conjunction

## Curriculum Goals



- I listen to my teacher and friends
- I respond to my teacher and friends
  - I try to use full sentences
  - I use new vocabulary

- I can hold a conversation
- I speak in full sentences
  - I use the past tense
- I can ask and answer questions
- I use previously learnt vocabulary appropriately

- I listen attentively in a range of situations
  - I ask questions to find out more
- I can use past, present and future tenses appropriately
- I use conjunctions to connect my ideas
- I can explain why things might happen



## Physical Development

Gross Motor Skills  
Fine Motor Skills



### Autumn - My World

We will learn how to negotiate space in the outdoor area and move around objects. We will begin to be aware of others whilst we are running. During PE we will develop our strength and balance and move in lots of different ways. We will try to use our knife and fork correctly whilst in the dinner hall. When holding a pencil, we will try to use the four finger or tripod grip and copy drawings. Some of us will take part in Squiggle Whilst We Wiggle to develop our gross motor movements in preparation for writing. We will practise our letter formation daily.

### Spring - The Great World

We will be confident in negotiating space in the outdoor areas and during PE. We will be aware of others whilst we are running and moving. During PE we will develop our strength and balance and move in lots of different ways, including hopping and skipping. We will try to use our knife and fork correctly whilst in the dinner hall. When holding a pencil, we will try to use the tripod grip and take care when we are copying or drawing. Some of us will take part in Dough Disco to strengthen our fine motor muscles and continue to practise letter formation daily.

### Summer - The Big Wide World

We will be confident in negotiating space in the outdoor areas and during PE. We will be aware of others whilst we are running and moving. During PE we will develop our strength and balance and coordination. We will move in lots of different ways, including dancing and climbing. We will use our knife and fork correctly whilst in the dinner hall. When holding a pencil, we will use the tripod grip and show accuracy when we are drawing. We will continue to practise handwriting and form all our letters correctly.

## Key Texts



The Gruffalo

Mad About Dinosaurs

The Enormous Crocodile

## Vocabulary



run, walk, jump, land, space, negotiate, strength, movement, cutlery, health, fitness, wellbeing

skip, hop, obstacles, avoid, dodge, sidestep, copy, trace, duplicate, repeat, repetition, pencil control, healthy eating, nutrition, routine

climb, balance, core strength, personal hygiene, co-ordination, agility, precision, accuracy, safety, combine, fluent

## Curriculum Goals



- I can negotiate space outside
  - I can run and jump
- I can use a knife and fork with some support
- I can hold my pencil effectively (splayed four finger/static tripod)
  - I can cut along a line

- I avoid obstacles when running
  - I can skip and hop
  - I can use a knife and fork independently
- I can hold my pencil effectively (static tripod)
  - I can cut out simple shapes

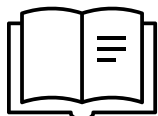
- I negotiate space well inside and out
  - I can climb and balance
  - I can combine movements fluently
- I can use scissors effectively to cut a variety of shapes
  - I can hold my pencil effectively (static/dynamic tripod)
  - I can form letters correctly in print





## Literacy

Comprehension  
Word Reading  
Writing



### Autumn - My World

We will retell stories and describe what has happened. We will use newly introduced vocabulary. We will begin to learn how to read and through phonics lessons, focusing on phase 2 sounds. We will learn a sound for all the letters of the alphabet and read books which match our current knowledge. We will write CVC words. We will practise forming letters and correctly write our names.

### Spring - The Great World

We will be able to name the characters and setting of stories we have read and anticipate the key events in new stories. We will use newly introduced vocabulary appropriately. We will continue to learn how to read and write through phonics lessons, focusing on phase 3. We will be able to read at least 5 digraphs and books which match our phonic knowledge. We will write dictated sentences through our phonics lessons.

### Summer - The Big Wide World

We will use previously learnt and newly introduced vocabulary appropriately. We will develop our phonic knowledge by embedding phase 3 and phase 4. We will be able to read at least 10 digraphs. We will be able to read books consistent with our phonic knowledge. We will write simple sentences, forming the letters correctly. We will include capital letters and full stops in our sentences.

## Key Texts



The Gruffalo

Little Red Hen

Stickman

Traditional Tales inc. Goldilocks

Pirates love Underpants

Not a Box

That's not My Bee

What the Ladybird Heard

Lost and Found

## Vocabulary



retell, story, describe, beginning, middle, end,  
phonics, alphabet, sounds, phoneme, grapheme,  
consonant, vowel, blend, segment, letter, word

character, setting, anticipate, event, plot, problem,  
resolution, digraph, caption

trigraph, sentence, structure, full stop, capital letter,  
title, blurb, author, illustrator, fiction, non-fiction,  
narrative, novel

## Curriculum Goals



- I can orally retell part of a story
  - I can write my name
  - I can write a CVC word
- I can say a sound for each letter of the alphabet

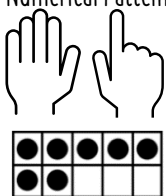
- I can name the characters and setting of a story
  - I can read all phase 2 tricky words
    - I can write a caption
    - I can read 5 digraphs
  - I can form most letters correctly

- I know where to find the title and blurb of a book
  - I can read all phase 3 tricky words
    - I can write a sentence
    - I can read 10 digraphs
  - I can form letters correctly



## Mathematics

Number  
Numerical Pattern



## Key Texts



## Vocabulary



## Curriculum Goals



### Autumn - My World

We will learn all about the numbers to 5 to develop a deep understanding of each number and its composition. We will learn to subitise numbers to 5. We will be able to partition a number into more than two numbers. We will explore measures and repeating AB and ABC patterns. We will also sequence events and look at our visual timetable.

The Button Box  
Naughty Bus  
1 2 3 at the Zoo  
Circle/Triangle  
Day Monkey, Night Monkey  
None the Number  
Anno's Counting Book

number, numeral, digit, count, subitise, altogether, number bond, composition, compare, pattern, time, night, day, order, sequence, length, long, short height, heavy, light, measure, capacity, full, empty

- I can count to 5
- I can subitise to 5
- I can complete an AB or ABC pattern
- I can compare continuous quantities
  - I can sequence an event

### Spring - The Great World

We will learn all about the numbers to 10 to develop a deep understanding of each number and its composition. We will begin to add and subtract numbers within 10. We will be able to recall number bonds to 5. We will explore the properties of shapes and ABB, AAB and ABBC patterns. We will compare measures.

Simon's Sock  
Kipper's Toy Box  
Jasper's Beanstalk  
How do Dinosaurs Count to Ten  
Pattern Bugs  
10 Black Dots  
Mouse Shapes

Partition, quantity, addition, add, plus, subtract, minus, take away, equals, same, more, fewer, less, shape, curved, flat, round, straight, side, corner, properties, pattern

- I can match numerals to quantities (to 10)
  - I can recall number bonds to 5
  - I can partition numbers within 10
- I can describe some properties of shapes
- I can make an ABB or ABBC pattern
- I can compare measures indirectly

### Summer - The Big Wide World

We will count to 20 and beyond and notice the pattern of the counting system. We will recall number bonds to 5 and some to 10. We will recall related subtraction facts to 5. We will be able to name odd and even numbers and recall doubles facts to 10. We will develop our spatial reasoning through manipulating shapes.

One Moose, 20 Mice  
One is a Snail, Ten is a Crab  
How Many Legs?  
Monster Math  
Grandpa's Quilt  
Double Dave  
One Odd Day  
Billy's Bucket

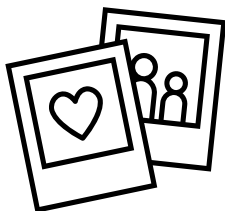
teen number, tens, ones, multiple, groups, hundred, pattern, odd, even, double, halve, sharing, addition, subtraction, part, whole

- I can count to 20 and beyond
- I can recall number bonds to 10
- I can recall addition facts to 5
- I can recall subtraction facts to 5
- I can sort odd and even numbers
  - I know double facts to 10
- I can use units to compare measures



## Understanding the World

Past and Present



### Autumn - My World

We will look at the job/roles of members of our families and think about what we would like to be when we grow up. We will share our weekend news every week and try to use the past tense. We will remember the story of Guy Fawkes and say why this was an important event. We will also reflect on Remembrance Sunday and begin to understand why some people do this.

### Spring - The Great World

We will talk to our grandparents and parents and find out about their childhood. We will look at old toys and think about how they are different to our favourite toys. We will use a timeline to put things in order. We will learn about things from the past such as dinosaurs and pirates. We will recall some traditional tales and understand they have been told many times before, and in different ways.

### Summer - The Big Wide World

We will learn about animals from hot and cold countries and compare their environments. We will learn about how to protect bees and why this is so important for our future as well as other ways to look after the environment. We will learn about the universe and space. We will learn about some significant people such as Katherine Johnson and Ingleborg Beling.

## Key Texts



### Welcome to Our World

In Every House In Every Street  
Think Big

Dinosaur Bones  
Great Women Who Made History  
Not a Box  
Traditional Tales

### Welcome to Our World

Great Women Who Saved the Planet  
Great Women Who Changed the World  
The Bee Book  
The Darkest Dark

## Vocabulary



job, career, role, occupation, key worker,  
profession, remember, past, history, event,  
occasion, remembrance, celebration,  
commemoration

past, present, future, childhood, toddler, growing,  
growth, timeline, tradition, chronology, sequence,  
life cycle, prehistoric, ancient, antique, vintage

comparison, similarity, resemblance, differences,  
traditional, culture, lifestyle, nation, national

## Curriculum Goals



- I can talk about jobs within our community
- I can talk about my weekend using the past tense
- I can retell the events of Bonfire Night / Remembrance Sunday

- I can talk about the past
- I can recall a traditional tale
- I can order events on a timeline

- I can compare hot and cold environments
- I can talk about way to protect our environment
- I can tell you the name of another planet



## Understanding the World

People, Culture and Communities



### Key Texts



### Vocabulary



### Curriculum Goals



#### Autumn - My World

We will learn about where we live and our community. We will explore different maps, understand how they are used and follow a simple map. We will learn about religious cultures within our school and community. We will celebrate Harvest, Diwali and Christmas, and understand why some people do this every year. We will be able to recall the Christmas story and perform this during our Christmas Nativity show.

Sparks in the Sky

Dipal's Diwali

The Jolly Christmas Postman

live, home, house, street, neighborhood, locality, town, city, village, country, England, culture, religion, community, celebrations, festivals, Hinduism

- I know we live in England
- I can follow a simple map
- I can tell you about a festival/celebration which happens in Autumn

#### Spring - The Great World

We will look at a map of the UK and find England. We will draw simple maps. We will learn about religious cultures within our school and community. We will celebrate New Year and Easter and understand why some people do this every year. We will recall the Easter story and talk about symbols which represent Easter. We will learn about promises within the church through weddings. We will visit a church.

New Year, New Me

Easter Story

Wedding Day Wish for Puddles

Britain, environment, setting, location, change, transformation, promise, vow, value, Easter, resurrection, crucifixion, Christianity

- I can draw a simple map
- I can talk about symbols relating to the Easter story
  - I can recall some of the Easter story
  - I can tell you what happens at a wedding

#### Summer - The Big Wide World

We will look at a world map and locate the UK. We will track our journey to school on a map. We will talk about some similarities and differences between our country and others.

We will be able to say hello in another language. We will learn about religious cultures within our school and community. We will read the Islamic story 'Tiny Ants' and think about the importance of caring for our natural world and environment.

Welcome to Our World

Lost and Found

Tiny Ants

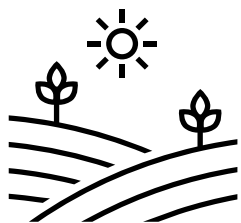
location, locate, world, country, earth, culture, nationality, language, bilingual, prayer, celebrate, Islam, Islamic

- I can find the UK on a world map
- I can say hello in another language
- I can tell you how to take care of our environment



## Understanding the World

### The Natural World



## Key Texts



## Vocabulary



## Curriculum Goals



### Autumn - My World

We will look at the change of seasons and what happens to some plants and animals during autumn. We will look in our gardens and see which animals and plants we can draw, observe and name. We will go on weekly welly walks and learn some names of trees and plants in our school environment. We will learn about nocturnal woodland animals.

In a Garden

The Gruffalo

Tale of Two Feathers

season, autumn, winter, harvest, woodland, surroundings, habitat, nocturnal, diurnal, hibernate, rural, countryside

- I can tell you a sign of autumn
- I can name a nocturnal animal
- I can make observations of plants/animals

### Spring - The Great World

We will look out for signs of winter and spring and know which season we are in. We will notice what happens to some plants and animals during winter and spring. We will recognise some similarities and differences in how our environment looks now compared to the past. We will learn about life cycles of humans and think about how we have changed since being a baby.

Mad About Dinosaurs

Pirates Love Underpants

Jack and the Beanstalk

winter, spring, environment, compare, life cycle, herbivore, carnivore, omnivore

- I can tell you a sign of winter
- I can tell you a sign of spring
- I can tell you about how I have changed since being a baby

### Summer - The Big Wide World

We will look at what happens during spring and summer to the weather, plants and animals. We will look at animals from hot and cold countries. We will take a trip to the Wildlife Park. We will recognise some similarities and differences in environments. We will learn about caterpillars, bees and other insects. We will learn about space and be able to name some of the planets.

What the Ladybird Heard  
The Enormous Crocodile  
The Bee Book, Bees  
Great Women Who Saved the Planet

spring, summer, adaptations, camouflage, contrast, climate, weather, seeds, plants, insects, pollenate, space, planet, atmosphere, gravity

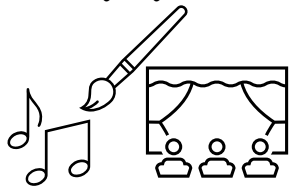
- I can tell you a sign of summer
- I can compare hot and cold environments
- I can make a map of my journey to school
- I can name some of the planets.





## Expressive Arts and Design

### Creating with Materials Being Imaginative



## Key Texts/Rhymes



## Key Vocabulary



## Curriculum Goals



### Autumn - My World

We will create a model of our house; using glue to join recycled materials. We will make bird feeders for the outside area. We will explore thick and thin paintbrushes. We will use appropriate colours for a purpose. We will move in time to music and tap out a simple rhythm. We will perform our favourite nursery rhymes. We will learn and perform songs for the Christmas Show.

#### In Every House on Every Street

Pat-a-Cake, Once I Caught a Fish Alive, This Old Man, Five Little Ducks, I'm A Little Teapot, Grand Old Duke of York, Ring-O-Rose, Hickory Dickory Dock

material, model, art, recycle, join, fix, colour, light, dark, tone, thick, thin, tools, rhythm, pulse, beat, pitch, melody

- I can join materials using glue
- I can make a sculpture using clay
- I can tap along to the pulse of a song
- I can perform a nursery rhyme
- I know what an artist does

### Spring - The Great World

We will make a diorama with moving parts, use scissors carefully and tape/glue to join the materials. We will make appropriate colour choices when colouring, drawing or painting. We will select which paintbrush we need to create different lines. We will recreate patterns and include this in our artwork. We will move in time to music and talk about how different music makes us feel. We will perform a selection of traditional nursery rhymes.

#### Mad About Dinosaurs

Wind The Bobbin Up, Rock-a-bye Baby, 5 Little Monkeys, Twinkle Twinkle, If You're Happy & You Know It, Heads Shoulders Knees & Toes, Old McDonalds, Incy Wincy Spider, Baa Baa Black Sheep, Row Your Boat, Wheels on the Bus

diorama, movement, mechanism, line, thick, thin, pattern, pulse, beat, rhyme, traditional, song, feeling

- I can make a toy that moves
- I choose appropriate colours for my drawings
  - I can recreate patterns
- I can talk about how music makes me feel

### Summer - The Big Wide World

We will make food which supports good oral health. We will ensure that we follow correct food hygiene procedures when handling and making food. We will use clay to sculpt and a variety of tools to make patterns. We will learn about Kandinsky and recreate some of his art work. We will tap out a simple rhythm using a glockenspiel. We will perform a selection of traditional nursery rhymes/songs from other countries.

#### Welcome to Our World

Big Bear Funk

taste, smell, texture, hygiene, clean, procedure, prepare, cut, scoop, slice, mix, bake, cook, recipe, ingredients, accurate, measure, artist, instrument, glockenspiel, beat, notes

- I can follow food hygiene procedures
- I can use thick and thin brushes
- I can play a simple tune on a glockenspiel
- I can talk about what I like/dislike when looking at an artists work



# Thursfield Early Years



## Impact

Children transition to KS1 with a secure foundation of our whole school curriculum. They have developed the skills and knowledge they need to be successful in their transition. Concepts taught throughout school have been visited and children have a good understanding of areas of the curriculum they will encounter throughout their Thursfield journey; they will be able to make connections to their prior learning within the EYFS. Children leave Reception as happy, confident and independent learners, ready to tackle any challenges they face; they have developed a love of learning and demonstrate positive attitudes towards their learning. They are curious and eager to find out more. Children's language and vocabulary has developed, and they are able to use it effectively across the EYFS curriculum.

We regularly achieve over 75% GLD (Good Level of Development) which is above national average. Children go on to succeed in KS1 with over 90% of children passing their phonics check each year. We narrow the gap of our disadvantaged learners and provide the necessary skills individual children may need to succeed, being inclusive for all.



## Impact

Our EYFS curriculum allows children to succeed in KS1 by providing key knowledge and skills needed to access the KS1 curriculum. Here are some examples (see medium term plans for concept mapping and subject specific progression maps for more details):

In EYs we learn about...	So that in KS1 we...
Ourselves and our families (including their jobs/roles in our community)	Understand the roles, titles and differences within families which is taught through 'Families' (RE) and the Royal Family (History)
Our Houses and where we live Post a Christmas Card (know our house number and street name)	Understand the 'structures' of houses (DT) Know what the UK map looks like and show where England is, some may know where Stoke-on-Trent is located or know their house number (Geography)
Woodland Animals, including Nocturnal Animals	Have some basic knowledge of what a 'habitat' is (Science)
Celebrations (Harvest, Bonfire, Diwali, Christmas, Easter)	Have an awareness of religions and celebrations (RE) Have an awareness of a significant historical event (History)
Seasons (spring, summer, autumn, winter)	Can share our knowledge of seasonal changes (Science)
Timeline of ourselves (from a baby until now)	Have an awareness of timelines and how they work (History)
Traditional Tales	Can share some traditional tales, have an awareness of story structures (Literacy) Understand what 'tradition' is and how this has been passed on through generations (History)
Favourite toys of our parents and grandparents	Can share our knowledge of our parents/grandparents toys when we look at toys from the past in Majestic Majesties (History)
Dinosaurs and pirates	Understand what the past is and know some events from the past, begin to have an awareness of chronology (History) Know what a map is and how it can help to locate things, be able to create a simple map (Geography)
Compare houses/school/clothes from around the world Make a map of our journey to school	Can make comparisons between our country and others, have an awareness of how maps are used and be able to draw a simple map (Geography) Have an awareness of others and talk about similarities and differences, awareness of diversity (PSHE, RE)
How to take care of pets All about minibeasts (bees and caterpillars)	Can categorize some animals, understand what a 'lifecycle' is (Science) Have an awareness of how we can care for others, living things and the world (RE)
Animals from hot and cold countries (crocodiles / polar bears)	Understand that the climate of some countries is hot/cold and is different to our country, find the UK and other countries on a world map (Geography) Have some basic knowledge of what a 'habitat' is (Science)
Space - learn about the planets and Katherine Johnson	Can talk about a historical figure (History)



# Physical Education in Early Years



## Physical Development

Gross Motor Skills  
Fine Motor Skills



Physical Development is one of the three prime areas of the EYFS. At Thursfield, we provide opportunities for children to develop their gross and fine motor skills through a variety of activities. We assess children's current skills during the Autumn term and work on developing the main areas needed for each child to be able to succeed and fully access our curriculum. Specific intervention will be provided for children needing extra support.

### AUTUMN CURRICULUM GOALS

- I can negotiate space outside
  - I can run and jump
- I can use a knife and fork with some support
- I can hold my pencil effectively (splayed four finger/static tripod)
- I can cut along a line

### SPRING CURRICULUM GOALS

- I avoid obstacles when running
  - I can skip and hop
- I can use a knife and fork independently
- I can hold my pencil effectively (static tripod)
- I can cut out simple shapes

### SUMMER CURRICULUM GOALS

- I negotiate space well inside and out
  - I can climb and balance
- I can combine movements fluently
- I can use scissors effectively to cut a variety of shapes
  - I can hold my pencil effectively (static/dynamic tripod)
  - I can form letters correctly in print

### GYMNASTICS

Create a short sequence of movements.

Roll in different ways with control.

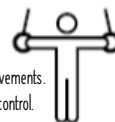
Travel in different ways.

Stretch in different ways.

Jump in a range of ways from one space to another with control.

Begin to balance with control.

Move around, under, over, and through different objects and equipment.



### GROSS MOTOR SKILLS

We use our outdoor area to develop children's gross motor skills by providing space for children to develop and work on specific skills. Each outdoor session is carefully planned to allow for the development of individual needs.

We provide open-ended resources for the children to use to create obstacle courses which could include balancing obstacles or ways to negotiate space. We encourage children to work together to develop their teamwork and leadership skills.

We follow Get Set PE scheme throughout school and within our Reception PE time. Children have a weekly session which teaches fundamental skills needed to progress throughout school including Ball Skills, Games, Dance and Gymnastics.



Get Set 4  
Education



### FINE MOTOR SKILLS

Fine motor skills are assessed and developed from when the children start at Thursfield. During our morning activities, fine motor skills are developed through a variety of engaging activities to get those fingers moving and muscles building! Children who need extra support with their fine or gross motor skills will have interventions to help support their development. All staff have been trained to deliver the 'Squiggle Whilst you Wiggle' and 'Dough Disco' schemes by Spread the Happiness. We use these schemes to support children's gross and fine motor development in preparation for writing.



## Physical Education Curriculum



### LEADERSHIP

Work as part of a team.

Take turns to be the leader of the game.



### PERSONAL DEVELOPMENT

Talk about what they have done.

Talk about what others have done.



### STRATEGY AND TACTICS

Follow simple rules.



### TEAMWORK

Participate in simple team games.



### HEALTHY LIFESTYLE

Describe how the body feels when still and when exercising.



### MOVEMENT

Control my body when performing a sequence of movements.



### FUNDAMENTAL SKILLS

Throw an object at a target.

Practise rolling equipment in different ways.

Catch a ball with two hands.

Move safely around the space and equipment.

Travel in different ways, including sideways and backwards.

Run in different ways for a variety of purposes.



### DANCE

Join a range of different movements together.

Change the speed of their actions.

Change the style of their movements.

Create a short movement phrase which demonstrates their own ideas.



### INVASION GAMES

Move a ball in different ways such as bouncing or kicking.

Kick an object at a target.

Hit a ball with a bat or racquet.



### ATTACK AND DEFENCE

Play a range of chasing games.

### ROLLS:

Curled side roll (egg roll)

Log roll (pencil roll)

Teddy bear roll

### JUMPS:

Straight jump

Tuck jump

Jumping Jack

Half turn jump

### HANDSTANDS/CARTHEELS:

Bunny Hop

### LINKING ACTIONS:

Tiptoe, step, jump and hop

### SHAPES AND BALANCES:

Standing balances



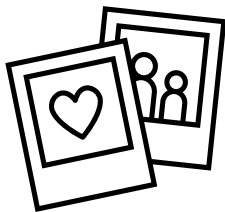


# History in Early Years



## Understanding the World

### Past and Present



History within our Early Years curriculum covers a wide spectrum. We learn to talk about the past by thinking about yesterday and by sharing our weekend news; we understand the past is something that has already happened. As this concept becomes clearer, we can then learn about and begin to understand further back in our own past and the past of the world around us.

Within the EYFS curriculum, History comes under the Past and Present area of Understanding the World. We work towards achieving the Early Learning Goals: Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling;

### AUTUMN CURRICULUM GOALS

- I can talk about jobs within our community
- I can talk about my weekend using the past tense
  - I can retell the events of Bonfire Night / Remembrance Sunday

### SPRING CURRICULUM GOALS

- I can talk about the past
- I can recall a traditional tale
- I can order events on a timeline

### SUMMER CURRICULUM GOALS

- I can compare hot and cold environments
- I can talk about way to protect our environment
- I can tell you the name of another planet



### VISUAL TIMETABLE

We use a visual timetable daily to help us understand the sequence of the day. We can look back at what we have already done and what we still have left to do.

### LEARNING JOURNEY DISPLAY

Throughout the year, we build up a display of our learning to remind us about all the wonderful things we have learnt or accomplished. This helps us to talk about the past and use the past tense to describe what we have done at school.



### WEEKEND NEWS

We ask our families to share our weekend news on Tapestry. We look at the photographs/comments together and talk about what we did at the weekend. This helps us to understand the past is something that has already happened, and we can practice using the past tense correctly when speaking.



### THE GREAT WIDE WORLD

During the Spring term, our theme is called 'The Great Wide World'.

During this term we will learn about things from the past such as dinosaurs, pirates and other historical topics which interest the children. We will also learn about what our parents or grandparents favourite toys were and compare these to ours. We will look at ourselves as babies and discuss how we have changed.



### TRADITIONAL TALES

Throughout the year we will read and share a variety of traditional tales. We will learn that these stories have many authors as they have been told by lots of people for lots of years. We will retell the stories using story maps and props.



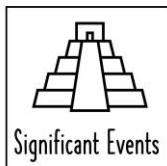
### BOOKS

We will read many books which help us to learn about the past and present. We will read books which spark our interests and books which help us to understand more about different topics. We will learn about significant people from history using the books below.

## History Curriculum

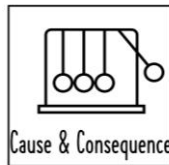


Children can name a significant person alive today - this may be someone significant to them.



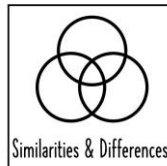
Significant Events

Children can talk about events that have happened in their life or from the past (eg. Bonfire Night)

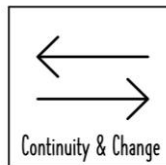


Cause & Consequence

Children can question why things happen.



Similarities & Differences



Continuity & Change

Children can describe how they are similar or different to each other.







# Geography in Early Years



## Understanding the World

People, Culture and Communities



Geography within Early Years happens daily, we use our immediate environment to help us learn new things and explore the world around us. We learn about other countries through stories and texts and we compare this to our world. Our curriculum allows children to progress from looking at their immediate environment to the wider world around them, allowing for knowledge and experiences to be shared throughout the year. Within the EYFS curriculum, Geography comes under the People, Culture and Communities area of Understanding the World. We work towards achieving the Early Learning Goals: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. 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.

### AUTUMN CURRICULUM GOALS

- I know we live in England
- I can follow a simple map
- I can tell you about a festival/celebration which happens in Autumn

### SPRING CURRICULUM GOALS

- I can draw a simple map
- I can talk about symbols relating to the Easter story
- I can recall some of the Easter story
- I can tell you what happens at a wedding

### SUMMER CURRICULUM GOALS

- I can find the UK on a world map
- I can say hello in another language
- I can tell you how to take care of our environment

## Geography Curriculum



Environment



Place Knowledge



Locality Knowledge



We will learn about where we live in the world and remember that our country is England which is a part of the United Kingdom, UK. We will look at and explore a variety of maps which help us to locate places or objects. We will learn about other countries throughout the year and animals which live in those countries. We will visit Peak Wildlife Park to share and deepen our knowledge of animals from other countries and climates. We will follow children's interests as and when they arise.

We will send a Christmas card home in the post, walking to our local post box to send this. We will learn our house number and try to remember our street name. We understand that this is an important piece of information in case we ever get lost. We know we will only share this with people who may need to know.

We will look closely at our ever-changing environment during our weekly welly walks. We will make observations and share these with each other. We will learn about taking care of our environment and what we can do as a school community to help.

Using the book, 'Welcome to Our World' we will compare elements of our lives with other countries and their traditions. Different pages of the book will be used throughout the year when topics or interests arise.



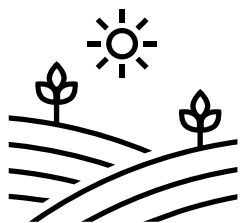


# Science in Early Years



## Understanding the World

### The Natural World



Science within Early Years happens daily, we use our immediate environment to help us learn new things and explore the world around us. We explore our surrounding area by going on weekly welly walks; we look at the changing seasons and can talk about what we notice. We encourage our families to explore the natural world around them by going on woodland walks or exploring the surrounding area. Within the EYFS curriculum, Science comes under The Natural World area of Understanding the World. We work towards achieving the Early Learning Goals: Explore the natural world around them, making observations and drawing pictures of animals and plants; 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; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

#### AUTUMN CURRICULUM GOALS

- I can tell you a sign of autumn
- I can name a nocturnal animal
- I can make observations of plants/animals

#### SPRING CURRICULUM GOALS

- I can tell you a sign of winter
- I can tell you a sign of spring
- I can tell you about how I have changed since being a baby

#### SUMMER CURRICULUM GOALS

- I can tell you a sign of summer
- I can compare hot and cold environments
- I can make a map of my journey to school
- I can name some of the planets.

#### BOOKS

We read a variety of high-quality texts during the year to learn about the world around us, including stories, non-fiction books and poems about different animals and places.



## Welly Walks

Each week we put on our wellies and explore our school grounds. We use the forest area and make observations of the natural world around us. As the seasons change, we look out for signs of autumn, winter, spring and summer. We notice what happens to the plants around us during these seasons and can discuss these changes.



#### WEATHER

Each day we talk about the weather and how this changes. We make sure we are prepared for any weather by bringing the correct clothing to school.

We learn about the weather in hot and cold countries and compare this to our typical weather.



## Outdoor classroom

We take care of our outdoor classroom by planting different flowers, herbs and vegetables throughout the year. We water the plants and make sure they have the right conditions to grow. We notice what happens to them if they have too much or not enough water or sunlight.

We can also explore changing states of matter in the outdoor classroom during different weather conditions. We explore outside in all types of weather, making sure we are wearing the correct clothing.



#### MY WORLD - AUTUMN TERM

We look at the natural world around us including our gardens, the school's forest area and woodlands. We learn about the animals that live in these places and get to know which of these animals may be nocturnal and which may hibernate in winter.

#### THE BIG WIDE WORLD - SUMMER TERM

We compare our natural world to contrasting environments. We learn about animals from hot and cold countries using texts to engage us. We learn about bees and other minibeasts and how to take care of even the smallest of creatures.



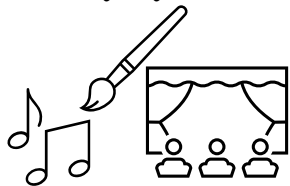


# Art and DT in Early Years



## Expressive Arts and Design

Creating with Materials  
Being Imaginative



Art and Design Technology are a consistent part of our Early Years curriculum and are included in our weekly teaching and provision. Children have constant access to art supplies and DT materials. Specific skills are taught throughout the year and often a child's art and DT journey is not linear. They will develop their skills and interests within the provision, with support from adults when needed. We plan and work towards achieving the Early Learning Goals: Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.

### AUTUMN CURRICULUM GOALS

- I can join materials using glue
- I can make a sculpture using clay
- I can tap along to the pulse of a song
- I can perform a nursery rhyme
- I know what an artist does

### SPRING CURRICULUM GOALS

- I can make a toy that moves
- I choose appropriate colours for my drawings
  - I can recreate patterns
- I can talk about how music makes me feel

### SUMMER CURRICULUM GOALS

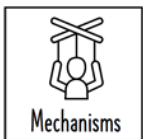
- I can follow food hygiene procedures
- I can use thick and thin brushes
- I can play a simple tune on a glockenspiel
- I can talk about what I like/dislike when looking at an artists work

## Design Technology Curriculum



Structures

Use small tools such as scissors  
Handles tools, construction and malleable materials safely and with increasing control  
Join materials using glue or masking tape



Mechanisms

Handles tools, construction and malleable materials safely and with increasing control  
Join materials using glue or masking tape



Food Technology

Understand the importance of healthy food choices  
Use simple tools such as cutlery  
Wash hands before handling food and begin to understand why this is important  
Peel by hand  
Mix/Stir to loosely combine  
Measure-Using a spoon  
Cut-soft foods using a butter knife  
Wash hands before handling food and begin to understand why this is important



## Art Curriculum

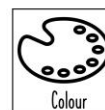
**Sketching-** Begin to show accuracy and care when drawing

**Sketching/Painting-** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

**Painting-** Use a range of small tools, including scissors, paintbrushes and cutlery



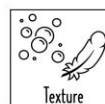
Artists & Artisans



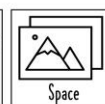
Colour



Line/Shape

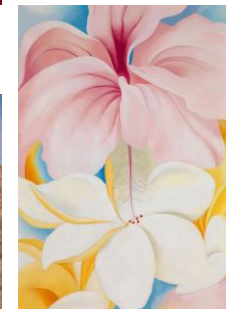
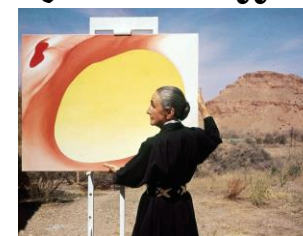


Texture



Space

## Georgia O'Keeffe







# Religious Education in Early Years



## Understanding the World

People, Culture and Communities



Religious Education is an important aspect of our curriculum at Thursfield. We follow the Staffordshire Agreed Syllabus and incorporate this into our Early Years teaching. Within the EYFS curriculum, RE comes under the People, Culture and Communities area of Understanding the World. We work towards achieving the Early Learning Goal: 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.

### AUTUMN CURRICULUM GOALS

- I know we live in England
- I can follow a simple map
- I can tell you about a festival/celebration which happens in Autumn

### SPRING CURRICULUM GOALS

- I can draw a simple map
- I can talk about symbols relating to the Easter story
- I can recall some of the Easter story
- I can tell you what happens at a wedding

### SUMMER CURRICULUM GOALS

- I can find the UK on a world map
- I can say hello in another language
- I can tell you how to take care of our environment



### BELIEFS

Recognise that people have different beliefs and celebrate special times in different ways

### INSPIRATIONAL PEOPLE

Understand and give examples of people who help others, including those within religious communities



Discuss some things that people within religious communities do to help others

Understand the message of the story 'The Prophet and the Tiny Ants'

### LIFESTYLE

Understand that some places are special to members of their community.



### VALUES

Continue developing positive attitudes about the differences between people.



See themselves as a valuable individual.

Think about the perspective of others.

### REFLECTION

Pupils can talk about how other children do not always enjoy the same things and are sensitive to this. They can talk about similarities and differences between themselves and others, and among families, communities and traditions.

## Religious Education Curriculum

### LEARNING OUTCOMES FROM THE SACRE AUTUMN

Identify ask questions about customs associated with particular religious communities. 1.4b  
Explore stories about the lives and teachings of key religious 1.1b

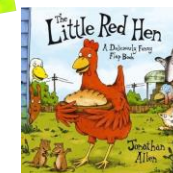
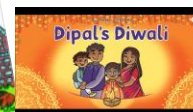
### LEARNING OUTCOMES FROM THE SACRE SPRING

How sacred texts are handled and read by believers. 1.1c  
Identify symbolic actions gestures and rituals and talk about worship ceremonies. 1.3b

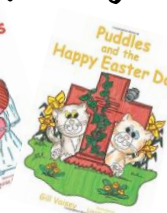
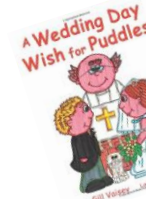
### LEARNING OUTCOMES FROM THE SACRE SUMMER

Reflect and respond to stories, about belonging and relating to religious communities. 1.4a  
Ask and respond imaginatively to questions about things that are interesting or puzzling in the world. 1.5a

## Autumn



## Spring



## Summer



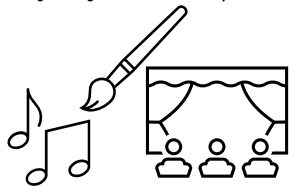


# Music in Early Years



## Expressive Arts and Design

Creating with Materials  
Being Imaginative and Expressive



Music is a consistent part of our Early Years curriculum and is included in our weekly teaching and provision. Specific skills are taught throughout the year following the 'Charanga' scheme. We have selected music topics which complement our themes throughout the year. Children will also be exposed to a range of traditional nursery rhymes and songs daily. We plan and work towards achieving the Early Learning Goals: Being Imaginative and Expressive: 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.

### AUTUMN CURRICULUM GOALS

- I can join materials using glue
- I can make a sculpture using clay
- I can tap along to the pulse of a song
- I can perform a nursery rhyme
- I know what an artist does

### SPRING CURRICULUM GOALS

- I can make a toy that moves
- I choose appropriate colours for my drawings
  - I can recreate patterns
- I can talk about how music makes me feel

### SUMMER CURRICULUM GOALS

- I can follow food hygiene procedures
- I can use thick and thin brushes
- I can play a simple tune on a glockenspiel
- I can talk about what I like/dislike when looking at an artists work

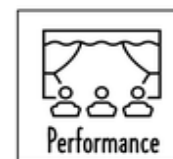
## Music Curriculum



- To learn that music can touch your feelings.
- To enjoy moving to music by dancing, marching, being animals or Pop stars.



- To sing along with a pre-recorded song and add actions.
- To sing along with the backing track.



- Perform any of the nursery rhymes by singing and adding actions or dance.
- Perform any nursery rhymes or songs adding a simple instrumental part.
- Record the performance to talk about.



- Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse.
- Copy basic rhythm patterns of single words, building to short phrases from the song/s.
- Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel.
- Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song.
- Adding a 2-note melody to the rhythm of the words.
- Playing with two pitched notes to invent musical patterns.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
EFYS	<b>Me!</b>  1 2 3 4 5 6	<b>Little Angel Gets Her Wings</b>  1 2	<b>My Stories</b>  1 2 3 4 5 6	<b>Everyone!</b>  1 2 3 4 5 6	<b>Our World</b>  1 2 3 4 5 6	<b>Big Bear Funk</b>  1 2 3 4 5 6





# PSHE in Early Years



## Personal, Social, Emotional Development

Self-Regulation  
Managing Self  
Building Relationships



Personal, Social and Emotional Development is a Prime Area within the EYFS and one of the most important aspects of our curriculum. Children whose PSED needs are being met can access our full curriculum, children who need more support with areas related to PSED will struggle to fully access the whole curriculum. Our autumn term has a focus on developing and ensuring children's PSED skills are where they need to be. We baseline early in the autumn term and support children who may need it. We work with parents and outside agencies to ensure children are receiving the support they need to be able to access and succeed. We plan and work towards achieving the Early Learning Goals: Self-Regulation, Managing Self and Building Relationships.

### AUTUMN CURRICULUM GOALS

- I follow the school rules
- I can take turns
- I can say how I feel
- I can manage my feelings appropriately
- I can get dressed by myself

### SPRING CURRICULUM GOALS

- I can say why rules are important
- I can work independently
  - I keep on trying
  - I follow instructions
- I talk about being healthy

### SUMMER CURRICULUM GOALS

- I persevere with activities
  - I am resilient
- I can follow several instructions
- I can talk about healthy food
- I can talk about oral health



### KEY TEXTS

We read The Colour Monster within the first few weeks of Autumn and use this story to help children share their feelings. We encourage children to talk about and say how they are feeling regularly. We encourage children to get support from adults if they need it and teach children ways to self-regulate and express their emotions in a safe way.



## We Care, We Share, We Dare to Dream

### SCHOOL MOTO & RULES

We regularly refer to our school moto and the school rules of:  
BE READY BE RESPECTFUL BE SAFE

We use class dojo to reward children for demonstrating these rules and consistently remind children of the school's expectations. We support children who find it tricky to follow the rules by highlighting why they are so important for everyone in our school community and by providing support where needed.



### VISUAL TIMETABLE

We use a visual timetable daily to help us understand the sequence of the day. We can look back at what we have already done and what we still have left to do. This helps children to get used to the school routine.



Being Me in My World



Celebrating Difference



Dreams & Goals



Healthy Me



Relationships



Changing Me



# Computing in Early Years

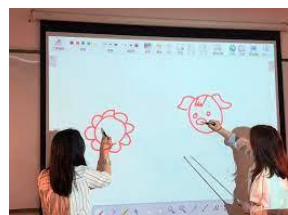
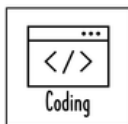


Although Technology is no longer an ELG for children to achieve within the EYFS, computing and technology plays a huge part in the children's everyday lives. Children come to school being able to use a wide range of technology and it is important for us to teach them how to stay safe using technology and how to use it to their advantage. We include technology in our everyday teaching and children have access to a variety of technology within the provision to explore and engage with.



## BEE BOTS

We regularly use bee bots within our provision. The children begin by exploring what the bee bot can do and pressing the different buttons to see it move. We then teach the children how to program the bee bot and introduce the need for a set of instructions. Once we know how to program the bee bot, we learn how to give it precise instructions to help it move on a map.



## INTERACTIVE WHITEBOARD & IPADS

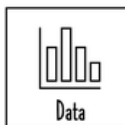
The children have access to iPads within the classroom to access age-appropriate apps and games. We also use the interactive whiteboard to play and interact with games to support our learning. The children learn how to take turns on these pieces of technology and how to be respectful by taking care.



We use Tapestry as our online learning journal. Photographs and videos are regularly added to each child's profile to build up a picture of what they can do. We share their profile with parents and encourage participation from home. We ask parent's to add their 'weekend news' to Tapestry so that we can share this together. We also ask for other observations to be added to Tapestry from home throughout the year. It is a fantastic tool that allows the children and parents to see that we are on this journey together and that learning and teaching can come from both home and school.

## SAFER INTERNET DAY

As a school, we take part in safe internet day each year and make sure this is age appropriate for the children. We regularly talk about staying safe and how we can do this online.



## COLLECTING & SHARING DATA

Throughout the year we collect data within our classes, such as favourite pets and toys or favourite pancake toppings. We teach the children how to represent that data using pictograms, tally charts and other diagrams. This prepares the children for their future computing learning as they are aware that data can be collected and represented.

