



THURSFIELD PRIMARY SCHOOL

EARLY YEARS CURRICULUM





Early Years Curriculum

Intent

Thursfield's Curriculum for Champions is a concept-driven curriculum, where knowledge and skills are embedded and deepened through progressive and sequential teaching and learning, which is inspiring and engaging to empower all children for future success in Modern British Life. 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.



Early Years Curriculum

Implementation

Our Early Years team provide a nurturing and safe environment which supports our ambitious, coherently planned, sequenced curriculum. The curriculum allows for spaced retrieval which ensures children develop their knowledge and understanding through experiences they will encounter over a period of time. The knowledge we will teach has been chosen to allow children to acquire key skills. Skills can be learnt through observation, experience and instruction and our curriculum provides opportunities for all three elements of acquisition as well as lots of independent practice.

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'.

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.



Educational Programmes

Prime Areas

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 & 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 peaceably. 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.



Educational Programmes

Specific Areas

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 Expressive Arts & Design

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.

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Early Learning Goals

Prime Areas

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 & 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

Specific Areas

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.

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.

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.

Expressive Arts & 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.



Curriculum Content - Nursery (2-3yrs)

Spaced retrieval practice involves strategically revisiting the content that children know and can use, so they have the opportunity to consolidate and elaborate the intended learning, as well as connecting it to new knowledge and experiences. Our curriculum has been planned as a long term retrieval opportunity; we revisit content throughout the year which allows children to think about the experiences they encounter over a period of time, build their understanding and knowledge and prepare them for the KS1 curriculum. The revisited content includes: celebrations, plants and trees, animals and insects, the weather and seasons. Alongside this we will learn about ourselves, our families and our community. There will be opportunities for children's interests to be followed and specific needs to be met.

CONTENT	September	October	November	December	January	February	March	April	May	June	July	August
Seasons	Autumn Days of the week			Winter Days of the week			Spring Days of the week			Summer Days of the week		
Weather	Sunny, rainy, windy, cold How is the weather today? Autumn, Were Going on a Leaf Hunt			Cold, rainy, snowy, icy, frosty How is the weather today? Winter, Squirrel's Snowman			Warm, sunny, rainy, cloudy How is the weather today? Spring, Hop Little Bunnies			Sunny, cloudy, hot How is the weather today? Summer		
Celebrations	Starting Toddlers Spot Loves Nursery	Halloween Peekaboo Pumpkin	Fireworks (colours) Mix It Up	Christmas Dear Santa, Spot's First Christmas		Valentines Day I Love You through and through	Mother's Day I Love My Mummy	Easter Spot's First Easter, We're going on an Egg Hunt		Father's Day I Love Daddy Everyday	Transition to Preschool I'm Starting Nursery, Maisy Goes to Nursery	
Plants	Name familiar fruits and vegetables Lift & Look Fruit & Vegetables						Plant wild flower seeds Plant the Tiny Seed, A Seed Grows			Water and care for wild flowers Pop Up Garden		
Trees	Explore different tree parts – trunk, branches, leaves Leaf hunt			Many trees have no leaves Collect sticks - Bark rubbings			Observe the growth of new buds and leaves			Explore and notice new leaves on trees		
Animals	Pets – what pets do we have? How do we look after pets? Busy Vet, Pets, That's not my...			Bears Were Going on a Bear Hunt, Goldilocks & the Three Bears, Where's my teddy?			Name farm animals and their sounds Old MacDonald Had a Farm, Noisy Farm, That's not my Farm, Oh Dear!, Who Said Cheep?			Name zoo animals Dear Zoo, Look After Us		
Insects	Explore and find insects in the nursery garden, school grounds and forest area I'm Not Scary, Mad About Minibeasts, Who is in the Garden?											
Ourselfes & Our Families	Myself and familiar adults My new friends My key worker Hello Friend		Chatter tubes – family photographs, special objects Mum and Dad Make Me Laugh		My family adventures – sharing special news		Naming body partsSelf care – hand washing, toileting, putting on wellies Eyes, Nose, Fingers & Toes, Pants			My family adventures – sharing special news		
Community	Birthdays Spot's Birthday Party		Nursery Rhyme week	Nativity Performance – All EYFS	Visits from familiar adults – family story times Teddy Bear's Picnic		World Book Day	Exploring the school and the local community Off to the Park Visit a local park			Visits from local community (police, firefighters, vets, doctors etc.)	



Knowledge & Skills - Nursery (2-3yrs)

Autumn

	Personal, Social, Emotional Development	Communication & Language	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts & Design
Knowledge	I know who my key worker is I know when I need help with my feelings I know how to express what I like and dislike / want and don't want either through speech or gestures I know how to communicate with others through speech and gestures	I know a large amount of words that I can use to have a conversation – I may not always wait my turn to speak to but I enjoy telling you about lots of different things I know the words to use to express my emotions I know how to follow an instruction by listening to what you ask me to do I know that some toys make sounds and like to listen to these I like to listen to different types or music I know some songs and I like to sing them during my play	I know how to use a spoon/fork to feed myself and try to do this independently I know how to put on some items of clothing and will try to do this by myself I know how to stack blocks and other resources to build – I try to copy an image to build or use my imagination I know how to safely run, jump and climb I know how go up and downstairs by stepping carefully and holding onto the side/railings	I enjoy listening to songs, rhymes and books I enjoy looking at the pictures in a book I know a variety of books that I enjoy and can find these within my setting I enjoy sharing these with others I know how to pick up and hold a variety of tools I know that I can make marks using these tools and enjoy doing so	I know what a pattern is and can spot these all around me (spots, stripes, colours etc) I know how to arrange and sort colours into different patterns – I may place objects in a line or in a repeated pattern I know when something is big or small and can represent this with my hands or with words I know when something is tall or short and can show you this with my hands or with words	I know the names of some familiar fruits and vegetables I know that we have seasons throughout the year called autumn, winter, spring and summer I know that in autumn, the leaves change colour and fall from the trees I know which animals could be pets I know that pets need food, water and somewhere to sleep I know that a vet is a person who treats and looks after poorly pets I know that Christmas is a celebration and I can talk about the things I do at Christmas time	I know that my body can move in different ways and like to do this when I hear music. I know how to move my body fast if the music is fast, and slow if the music is slow I know that instruments make sounds Lots of these sounds together can make music I know how to use paints in a variety of ways and with a variety of tools (fingers, brushes and other tools) I know that some materials can be manipulated in different ways, such as playdoh and clay
Skills	I can find ways to calm myself, with help from my key person I can express preferences and make decisions I can engage with others through gesture and talk	I am starting to develop conversation with others, often jumping from topic to topic. I can say how I am feeling, using words as well as actions. I understand simple instructions. I enjoy singing, music and toys that make sounds.	I try to be independent by dressing and feeding myself. I can build independently with a range of appropriate resources. I can walk, run, jump and climb. I can use the stairs independently.	I can pay attention to songs, rhymes and the pictures and words in a book. I can seek out books I enjoy and share these with others I can make marks using a variety of tools	I can spot patterns all around me. I can arrange objects into patterns, I can compare sizes using gestures and amounts – bigger / smaller – taller / shorter	I can name some fruits and vegetables I can tell you about autumn I can talk about how to look after pets I can talk about Christmas	I can move and dance to music I can explore a range of instruments I can paint with my fingers, brushes and other tools I can manipulate and play with a variety of materials



Knowledge & Skills - Nursery (2-3yrs)

Spring

	Personal, Social, Emotional Development	Communication & Language	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts & Design
Knowledge	I know how to show if I am happy or sad – I may not be able to control my emotions yet but I am able to show them I know when I am feeling sad, happy, angry and can tell you when I feel this way I know where things are in my setting and how to use the resources available to me I know the names of the other children in my setting and enjoy playing with them I choose to play alongside similar children each day	I know how to get someones attention through words or gestures I know which words or gestures I can use to make my caregivers understand me I use words that are familiar to me within my play I know that I can pretend that objects are other things by naming them within my play	I know how to use a fork to pick up my food I know that a knife is used to cut up food and I attempt to do this by myself I know how to move my body to fit into spaces and control it to move around I know how to move my arms and legs to kick and throw balls I know how to position my arms to catch a ball and can sometimes do this I enjoy exploring lots of materials and tools and figuring out how to use these for a desired effect	I know that I can make marks on paper and draw a variety of things I sit and listen to stories read by others and enjoy doing this I know how to listen attentively for a short period of time I know how to use appropriate vocabulary when talking about books and can repeat some of the story I know how to copy some actions from songs and will repeat these when I hear a familiar song	I enjoy singing along to finger rhymes which contain numbers I attempt to represent the numbers 1 to 5 on my fingers When looking at piles of objects, I know which has lots, more or if the piles are the same	I know that we have seasons throughout the year called autumn, winter, spring and summer I know that in winter, the weather is cold and it sometimes snows I know which animals live on a farm I know the names of some farm animals and the noises they make I know the names of some parts of my body I join in with the song 'head, shoulders, knees and toes' and point to all the correct body parts I know about the celebrations valentines day (celebrating those we love), mother day (celebrating our mummy) and Easter (celebrating Jesus' life)	I know a variety of songs and rhymes and enjoy joining in with these I like to use objects to represent things within my play I like to role play with my friends or by myself I have explored lots of materials and have used them in a variety of ways I like to observe how my teachers use materials within their play as this helps to build up my ideas and imagination
Skills	I can express a range of emotions I am beginning to talk about my emotions (I am sad because...) I am developing my confidence both in and out of the setting I am developing friendships with others	I can make myself understood through gestures and words. I use language to develop my pretend play	I eat independently and I am learning how to use a knife and fork I can fit myself into spaces, like tunnels, dens and large boxes, and move around in them. I am starting to kick, throw and catch balls. I am exploring different materials and tools.	I enjoy drawing freely I enjoy listening to stories read by adults I can make comments about books I have listened to. I can copy actions to songs and rhymes.	I can join in with finger rhymes which contain numbers I can compare amounts, saying which pile has lots, more or the same	I can tell you about winter I can name some farm animals I can name parts of my body I can talk about a celebration (valentines day, mothers day or Easter)	I can join in with songs and rhymes I am developing my pretend play I use my imagination to consider what I could do with a variety of materials



Knowledge & Skills - Nursery (2-3yrs)

Summer

	Personal, Social, Emotional Development	Communication & Language	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts & Design
Knowledge	I know the routines of nursery and know that my caregivers will come back later I enjoy playing with a variety of resources either on my own or with others I know when I need to use the toilet and will ask for help I know that I cannot always do things when I want to and that I might need to wait, I can do this without getting upset I know how to do some things by myself, such as put on my coat/wellies or get my own drink/snack	I know how to respond when someone asks me to do something I know how to listen carefully and then carry out an instruction I know how to pronounce a variety of speech sounds by making sure my mouth/tongue is in the correct position to say the sound	I know how to push a button through a hole to fasten and unfasten it I know that I need to hold onto the zip and pull it up or down – I know that I need to hold onto my coat with my other hand I know how to use two hands to hold a cup or jug and tip it to pour into another cup I know how to move my body to ride a scooter or tricycle I know that I can move my hands and feet when listening to music and I try to move them to the beat I know how to hold a mark making tool I can draw/paint horizontal and vertical lines	I know how to use pens/pencils/ chalks/ crayons to make marks I know what my marks are and can name them I know what the first letter of my name is I know how to sign my initial letter I know what the first letter of my name, and other significant letters look like I know a variety of songs and nursery rhymes I join in with songs and nursery rhymes and repeat some of the phrases	I know how to rote count I like to count objects and actions in my everyday play I know that numbers represent how many I know that if something has been taken away or added, the amount of objects will change I know that if nothing is taken away or added, then the amount is still the same	I know that we have seasons throughout the year called autumn, winter, spring and summer I know that in spring, some plants start to grow and baby animals are born I know that in summer it is warmer and we need to wear sun cream I know the names of some animals which you might see in a zoo I know the names of some insects I know that plants need water and sunshine to grow I know how to water a plant so that it gets the right amount I know the names of some different jobs that people do and can talk about these jobs	I enjoy listening to songs that have actions I know how to perform the actions to a variety of songs I know when to perform the action so that I do it at the correct point in the song I know how to hold mark making tools and move my hand and wrist to make marks I know what kind of mark I am trying to make I know that some materials can be stacked or placed together to make models I know that some materials can be joined together to make models I know how to ask for help when trying to join materials
Skills	I can manage transitions I can play confidently on my own or with other children I can use the toilet with help I can wait for my turn I can independently complete some tasks and want to do them myself	I can listen and respond to a simple instruction. I can use the speech sounds p, b, m, w. I can pronounce: - l/r/w/y - s/sh/ch/dz/j - f/th - multi-syllabic words such as 'banana' and 'computer'	I can fasten and unfasten buttons. I can pull up my zip with some help. I can pour a drink. I can use a scooter or ride a tricycle I can clap and stamp to music. I can draw horizontal and vertical lines.	I can add marks to my drawings and give them meaning ('that says mummy') I can recognise the first letter of my name and other familiar letters I join in with familiar songs and stories, repeating phrases and rhymes.	I can count in everyday contexts I can recognise when amounts change (up to 3 objects) (e.g know that 1 has been taken away or that 2 are still in the bag)	I can tell you about spring and summer I can name some zoo animals and minibeasts I can take care of a plant I can name some different jobs	I can take part in action songs I can make marks intentionally with a variety of tools I can make simple models using a variety of materials



Curriculum Content - Nursery (3-4yrs)

Spaced retrieval practice involves strategically revisiting the content that children know and can use, so they have the opportunity to consolidate and elaborate the intended learning, as well as connecting it to new knowledge and experiences. Our curriculum has been planned as a long term retrieval opportunity; we revisit content throughout the year which allows children to think about the experiences they encounter over a period of time, build their understanding and knowledge and prepare them for the KS1 curriculum. The revisited content includes: celebrations, plants and trees, animals and insects, the weather and seasons. Alongside this we will learn about ourselves, our families and our community. There will be opportunities for children's interests to be followed and specific needs to be met.

CONTENT	September	October	November	December	January	February	March	April	May	June	July	August	
Seasons	Autumn What do you notice? Fox's Favourite Autumn, Pumpkin Soup			Winter What do you notice? Charlie Crow in the Snow			Spring What do you notice?			Summer What do you notice?			
Weather	Sunny, rainy, windy, cold Weather Symbols – complete a daily weather chart – what do we need to wear today?			Cold, rainy, snowy, icy, frost Weather Symbols – complete a daily weather chart – what do we need to wear today?			Warm, sunny, rainy, cloudy Weather Symbols – complete a daily weather chart – what do we need to wear today?			Sunny, cloudy, hot Weather Symbols – complete a daily weather chart – what do we need to wear today?			
Celebrations	Starting Preschool I'm Starting Nursery	Halloween Were Going on a Pumpkin Hunt	Bonfire Night Hovis the Hedgehog	Christmas Luna Love's Christmas, Nativity	New Year Happy New Year Spot	Valentines Day Chinese New Year I love Chinese New Year	Mother's Day Mummy Time Shrove Tuesday	Easter The Bunny Who Came to Breakfast		Father's Day	Graduation – Transition to Reception		
Plants	Name and taste different vegetables (Harvest) Oliver's Vegetables Plant daffodil bulbs		Notice how the weather impacts plants and flowers			Notice growth in the nursery garden, school grounds and forest area (daisies, dandelions, daffodils, nettles)		Plant sunflowers	Water and care for plants in the nursery garden Learn about plant life cycles Sam Plants a Sunflower				
Trees	Notice what happens to the leave on trees Leaf colours / shapes and sorting			Observe what happens to the trees in the forest area			Observe the growth of new buds and leaves – notice the different leaf shapes and identify trees are different			Some tree produce berries and fruit			
Animals	Woodland Animals Everybody's Welcome, The Gruffalo			Animals that live in the Snow Say Hello to the Snowy Animals, Penguins Penguins Everywhere, Polar Bear Island, Ten on a Sled			Farm Animals – naming baby animals Learn about life cycles My Chickens Lay Eggs, Can you find Mummy?			Animals that live in the Sea Commotion in the Ocean			
Insects	Name and find insects in the nursery garden, school grounds and forest area			Where have all the insects gone?			Minibeast hunts, explore habitats of insectsLearn about the life cycle of a caterpillar/butterfly The Very Hungry Caterpillar, Backyard Bugs						
Ourselves & Our Families	All About Me & My Family Celebrate similarities and differences Who's in My Family			Self care – toothbrushing Alan's Big Scary Teeth	Growth – baby photographs – new siblings There's a House inside my Mummy My family adventures – sharing special news			My family's jobs – what does mummy/daddy do? When Mummy Goes to Work Self Care – hand washing, toileting, putting on coat, healthy eating This is How We Keep Healthy			What makes me special? Amazing		
Community	Birthdays It's My Birthday		Nursery Rhyme Week	Nativity Performance – All EYFS Walk to the Post Box	Celebrations - invite families to share how they celebrate different occasions		World Book Day	Exploring the local community Trip to a Farm		Visits from local community (police, firefighters, vets, doctors etc.) Transition to School Sports Day			



Knowledge & Skills - Nursery (3-4yrs)

Autumn

	Personal, Social, Emotional Development	Communication & Language	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts & Design
Knowledge	I know which resources are available for me to use and how to use them I know which adults I can ask for help if I need it I know what the rules are in pre school I know what I can and can't do in pre school I know how to play alongside other children I know how to ask if I can play and share toys I know how to wait for my turn or how to ask an adult for help with turn taking	I know that to have a conversation, I need to respond to the other person appropriately and wait for my turn to speak I have read or listened to lots of stories and can tell you about some of my favourite ones I know how to listen attentively to stories and can remember what happens during them	I know how to use my arms and body to move large objects I know how to use my arms and hands to make big movements when mark making and painting I know how to hold a pencil to draw a horizontal and vertical line I know how to control my legs and body to skip, hop and balance on one leg I know how to control my body and how to keep it still I know how to put my arms into my coat I know how to connect and pull my zip up/down	I know a variety of songs and rhymes and enjoy singing these I know a variety of books and stories and enjoy looking at these I know how to hold a book the correct way up I know how to carefully turn the pages to read a book I know that books are read from left to right I know how to make marks on paper and repeat a mark which represents my name on lots of different drawing	I know how to spot patterns all around me I can talk about the patterns I see I know what under, next to, above, behind, in front, besides all mean and understand them without being shown I know how to look at objects and recall how many are there without counting up to 3 I know the order of numbers by rote past 5 I know when a group of objects has more or fewer I use the appropriate vocabulary I know that 2D shapes cannot be picked up I can use words such as straight and curved to talk about shapes When looking at 2 or more objects, I can identify the longer/shorter, bigger/smaller, taller/shorter one	I know that we have seasons throughout the year called autumn, winter, spring and summer I know some signs of autumn and winter (leaves changing colour, falling from trees, the weather is colder) I know what a celebration is – sharing a special time with family or friends I know how my family celebrates special occasions such as bonfire night, Halloween and Christmas I know what happens during the Christmas story and why this is special to Christians I notice that materials are similar or different and can tell you about these (these two objects are hard) I have learnt lots of new vocabulary and like to use this when talking about the things I see and notice around me	I have explored lots of materials and know that some would be better than others for what I am trying to make I know how to hold a pencil effectively I know how to make marks in a detailed way to represent objects, people or animals I know a variety of songs and rhymes and enjoy singing these I learn songs relating to the Christmas nativity and can perform these
Skills	I can select and use resources with help I can follow preschool's routines I am increasingly following preschool's rules I can confidently play with other children, sharing and waiting for my turn	I can start a conversation with an adult or a friend and continue it for many turns. I can talk about familiar books, I enjoy listening to longer stories and can remember much of what happens.	I can use my gross motor skills to wave flags and streamers, paint and make marks, including horizontal and vertical lines. I can skip, hop, stand on one leg. I can hold a pose for a game like musical statues. I am able to put on my coat independently and do the zip.	I can sing songs and say rhymes independently. I enjoy reading books with others and independently. I can handle a book correctly. I can attempt to write my name by adding marks to my drawings.	I can identify and talk about the patterns around me. I understand position through words alone I can subitise up to 3 objects I can recite numbers past 5 I can compare quantities using language: 'more than', 'fewer than'. I can talk about and explore 2D shapes I can compare the size and length of objects, saying which one is longer/bigger/taller/smaller/shorter	I can spot signs of autumn/winter I can name some woodland animals I can tell you about the Christmas story I can talk about materials that are similar and different I can use a wide range of vocabulary to talk about what I see	I can think about how to use different materials and what to make. I can draw with increasing complexity and detail, such as representing a face with a circle and including details. I can remember and sing entire songs.



Knowledge & Skills - Nursery (3-4yrs)

Spring

	Personal, Social, Emotional Development	Communication & Language	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts & Design
Knowledge	I know how and what I am feeling – I can use language to talk about my feelings I recognise how other children are feeling by noticing their expressions and words I know what I like and don't like / want and don't want and can tell others about these preferences I know how to use the toilet/wash my hands but sometimes need help I know how to put on my coat and wellies – I might need help with the zip/buttons	I know which words I can put together to form a sentence I know how to express myself using longer sentences I know how to listen and play at the same time – I am able to carry on what I am doing and still listen I know a wide range of vocabulary which I can use within my play to make others understand me	I enjoys listening to songs and can repeat some actions I know the actions to some songs and can perform these I know how to move large objects safely I know I need to work with others to move large objects I know which hand I prefer to write/draw/paint with and will often choose this hand	I know what some letters look like and I can move my pencil to write them I know some letters that are familiar to me I know which words rhyme and can suggest a rhyme I know some rhymes within familiar books and will repeat these out loud I know that words have syllables and I am able to clap these with some support I know that some words start with the same sound I am able to hear the initial sound of a word I know what my name looks like and can recognise it I know which is my name when it's written down with others	I know what an AB pattern is (repeating pattern) I know which object/colour will come next in an AB pattern I know how to count objects with 1:1 correspondence – I touch each object as I count and count in order I know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). I know how to make marks which represent numbers or quantities – I might draw 3 circles or lines and say 'this is 3' I know that 3D shapes are objects and can be picked up I know that some objects can roll easily as they have curved sides I know when an object is heavier than another one I know when a container is full or empty and can compare these	I know how Chinese New Year is celebrated throughout the world I know who the members of my family are I like to talk about my family and the things we do together I know that we have seasons throughout the year called autumn, winter, spring and summer I know some signs of winter and spring (cold weather getting warmer, some plants starting to grow, blossom on trees) I know that animals grow from being babies to adults I know that some animals lay eggs I can talk about the life stages of some animals I know which animals live in the snow and can name some of these I can name some farm animals and the names of their babies (calf, lamb, chick)	I have explored a variety of materials and play equipment and like to decide how to play with this I like to play along side my friends and share my ideas within our play I know the names of different colours and I know that some colours mix together to make new colours I know how to change my singing voice to match the pitch of someone else. I know how to sing in a high and low voice I enjoy using small world toys for my imaginative play, I like to tell stories with the characters, I can retell familiar stories and make up some of my own
Skills	I can talk about my feelings using words such as happy, sad, angry or worried I understand how others might be feelings I can be appropriately assertive and say what I want/like or do not want/like I am becoming more independent with my care needs (toileting, washing hands, dressing) I can talk about being healthy including food, drink and activities	I can use longer sentences of four to six words. I can pay attention to more than one thing at a time I use talk to organise myself and my play	I can follow and perform an action song. I can work with friends to move large objects safely. I have a preference for a dominant hand.	I can write some letter accurately and use these within my early writing (writing 'm' for mummy) I can spot and suggest rhymes when reading familiar books I can clap the syllables in a words I recognise words with the same initial sounds I can recognise my first name	I can extend and create an AB pattern I can say one number for each item in order: 1,2,3,4,5. I can count a group of objects to 5. I can use my own symbols and marks as well as numerals to show quantities I can talk about and explore 3D shapes I can make comparisons between objects relating to weight and capacity	I can tell you about Chinese New Year I can talk about my family I can spot signs of winter/spring I can tell you about the life cycle of an animal I can name animals that live in the snow and farm animals (names of baby animals)	I am developing my own ideas and deciding which materials to use to express my ideas I can explore different colours and colour-mixing. I can sing the pitch of a tune sung by another person ('pitch match'). I am beginning to develop complex stories using small world equipment



Knowledge & Skills - Nursery (3-4yrs)

Summer

	Personal, Social, Emotional Development	Communication & Language	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts & Design
Knowledge	I know how to put on my clothes, coat and wellies – I may need some help but do this mostly independently I know when I need to use the toilet and can go by myself. I know how to wipe myself and flush the toilet. I know how to turn on the taps, get some soap and wash my hands. I know what the rules are in nursery and can follow these without many reminders I enjoy playing with others and sharing my ideas during my play, I can extend play with others by adding more details or suggesting new ideas	I know how to listen carefully to all parts of an instruction I know that I need to carry them out in the right order (put on my coat, then go outside) I know that why questions often need an explanation or response I know a variety of songs and enjoy singing them with others or by myself I have learnt lots of new words which I am able to use within my everyday vocabulary	I know how to hold scissors correctly and control them to snip paper I know how to hold paper to help me make snips in it I know how to hold a pencil/pen using either a palmer grasp or a quadruped grasp I know what a circle, cross and square look like I know how to draw straight and curved lines I know how to move my pencil to draw a circle, cross and a square	I know some of the letters which are in my name I can recognise my name I know how to form my first initial I know how to hold a pencil effectively to write I know how to orally blend words – I listen carefully to adults when they are orally segmenting words – I know how to blend the sounds to make a word I know how to pronounce some phase 2 sounds I know what some phase 2 sounds look like I know which books I like I know how to ask a question I know a variety of nursery rhymes and can recall these easily	I know what an AB pattern is I know how to spot errors in a pattern – I can see when something is incorrect and can change it I can represent numbers 0 – 5 using my fingers accurately each time I know what the numerals 0 – 5 look like I know how to count out objects to match numerals I know how to look at objects and recall how many are there without counting up to 5 I understand simple mathematical problems with numbers up to 5 (I have 3 cakes, lets make one more, how many do we have now?)	I know that there are lots of jobs that people can do and I can name some of these I know what you have to do at some familiar jobs and can talk about this I know that we have seasons throughout the year called autumn, winter, spring and summer I know some signs of spring and summer (new plants, baby animals, warmer weather) I know that plants need water and sunshine to grow I know how to water a plant so that it gets the right amount I know how a plant grows from a seed and this happens again and again I know that a caterpillar changes to a butterfly and can talk about the life stages of a caterpillar I know that animals live in different places (on the farm, in a zoo, in the jungle etc)	I know a variety of ways to join materials (glue, sellotape, masking tape, staples, paper clips) I like to experiment with different materials and textures and decide how best to join them I know how to hold my pencil/drawing tool effectively I know what different emotions look like and how I can represent them in my drawings – either by adding colours or details to faces I enjoy making up my own songs when I am playing I know a variety of tunes to sing along to I know that instruments need to be played in a certain way to make sounds I know that by continually making these sounds I can make music
Skills	I can dress myself with some help I can use the toilet independently, including washing and drying my hands I can talk with others to solve conflicts I remember the rules without an adult prompting me I can extend and elaborate play ideas with others	I understand a question or instruction that has two parts, I understand 'why' questions I can sing a large repertoire of songs I use a wider range of vocabulary.	I can make snips in paper with scissors. I can use a comfortable grip with good control when holding pens and pencils. I can draw a circle, cross (+) and a square.	I can write the first letter of my name. I can orally blend cvc words. I can recall some phase 2 letter sounds. I can talk about books that I like and ask questions. I can recall a variety of nursery rhymes (at least 8).	I can correct errors in AB patterns I can show 'finger numbers' up to 5. I can show the right number of objects to match a numeral up to 5. I can solve real world mathematical problems with numbers up to 5 I can subitise up to 5 objects	I can talk about different jobs that people do I can spot signs of spring/summer I can take care of plants I can tell you about the life cycle of a plant and an insect I can talk about the different places that animals and insects live	I can join different materials and explore different textures I can show different emotions in my drawings and paintings, like happiness, sadness, fear, etc. I can create my own songs I can play instruments with increasing control



Curriculum Content - Reception (4-5yrs)

Spaced retrieval practice involves strategically revisiting the content that children know and can use, so they have the opportunity to consolidate and elaborate the intended learning, as well as connecting it to new knowledge and experiences. Our curriculum has been planned as a long term retrieval opportunity; we revisit content throughout the year which allows children to think about the experiences they encounter over a period of time, build their understanding and knowledge and prepare them for the KS1 curriculum. The revisited content includes: celebrations, plants and trees, animals and insects, the weather and seasons. Alongside this we will learn about ourselves, our families and our community. There will be opportunities for children's interests to be followed and specific needs to be met.

CONTENT	September	October	November	December	January	February	March	April	May	June	July	August
Seasons	Autumn Days slowly get shorter – clocks fall back Notice and observe changes			Winter Days are shorter – shortest day Notice and observe changes			Spring Days get longer – clocks spring forward Notice and observe changes			Summer Days are longer – longest day Notice and observe changes		
Weather	Warm Sunny and rainy	Warm and cold Sunny and rainy	Colder Stormier	Cold Snow and frost - stormy		Cold Rain and clouds	Cold mornings, warmer days Sunny and rainy – some hailstones		Warmer Sunny and rainy	Hotter Sun, clouds and less rain		
Celebrations	First day of school	Harvest (Christians) Halloween	Diwali (Hindu) Bonfire Night (England)	Christmas (Christians)	New Year	Valentines Day Chinese New Year	Ramadan (Islam) Shrove Tuesday (Christians) Mother's Day	Easter (Christians) Eid (Islam)	May Day (UK)	Father's Day		
Plants	Learn about vegetables which grow from seeds Farmer's are getting ready to harvest their crops Share and discuss what we have learnt				Some plants begins to grow (snowdrops, bluebells, daffodils)		Learn about the life cycle of plants Observe plants and flowers growingHarvest the vegetables planted in Autumn			Water and take care of plants in our outdoor classroom and school environment		
Trees	Types of trees (oak, horse chestnut, pine, sycamore) – Notice the changes that happen during Autumn			Evergreen trees – Christmas Trees		Which trees have no leaves?	Blossoms treesIdentify different trees by their leaves			Describe and classify the trees on the school grounds		
Animals	Woodland Animals	Nocturnal Animals		Hibernating Animals Sleep, Big Bear, Sleep		Arctic Animals	Safari and Jungle Animals Trip to Reaseheath Zoo			How to care for animals in the environment		
Insects	Insects in our gardens and forest area How do some insects effect plants?			Where have all the insects gone? Why?			Name and classify minibeastsoLearn about the life cycles of different insectsobserve habitats			Learn about the importance of beesMake a bee house World Bee Day		
Ourselfes & Our Families	Starting School All About Me Boxes	Build relationships Family photographs	Our families jobs	Nativity performance – All EYFS	New year resolutions	Toys from the past	Mother's Day Workshop	Weddings	Holidays	Father's Day Workshop	Transitions	
Community	School community Our Houses	Local farming Visit from a farmer/tractor	Jobs in the Community Visit the local library and garage	Visitors share jobs Visit the local church Walk to the Postbox	New year celebrations	Toys from the past Visit a care home	Visit the local library – World Book Day	Visit the local church	How to protect and care for the environment		Sports day	



Knowledge & Skills - Reception

Autumn

	Personal, Social, Emotional Development	Communication & Language	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts & Design
Knowledge	I know what the school rules are I know what I can and can't do in the classroom I know how to turn my sleeves the correct way round I know how to fasten my zip on my coat I know about different feelings I know what to do if I have a big feeling I know how to share I know how to wait my turn I know how to wait for the timer I know we need to take it in turns to make it fair I know how to play alongside my friends I know how to ask someone if I can play too I know how to speak kindly to others	I know how to focus my attention and can do so for a short period of time I know that I need to wait for my turn to speak during conversation, I do not interrupt others when they are speaking I know how to respond to my teacher and friends by listening to their questions / comments I know how to use four or more words in a sentence. I use sentences to describe what I am doing or thinking I learn new vocabulary and repeat this often in my play I know how to begin a story using repeated refrains 'once upon a time' 'early one morning' 'one day' I know what 'characters' are and what 'setting' means	I know how to line up and stand one behind the other I know how to follow the person in front of me in a line I know how to pick up my pencil and hold it using three fingers I know how to make anti-clockwise movements I know how to move my pencil to form letters I know the formation rhymes for each letter of the alphabet I know how to move my body safely I know how to change direction whilst moving I know how to hold my scissors correctly to make snips in paper	I know what sound each letter of the alphabet makes I know what each letter looks like and have good grapheme to phoneme correspondence I know how to listen carefully to sounds I know the initial sounds for most words I know how to listen and put sounds together to hear a word I know how to use my phonic knowledge to say each sound and blend them together I know how to use my phonics knowledge to segment a word and hear the individual sounds I know how to find answers in a book when asked simple retrieval questions I know which parts of phase 2 tricky words are tricky and this helps me to read them	I know the final number I count tells me how many are in a set I know how to rote count to 5 I know what an AB pattern is I know how to look at objects and recall how many there are without counting up to 5 I know how to check a group has more/less (by subitising or counting) I know how to put things into the correct order, starting with what you do first I know if something is long or short, tall or short, heavy or light, full or empty	I know what a celebration is – sharing a special time with family or friends I know why and how Christians celebrate harvest I know why and how Jewish people celebrate Rosh Hashana I know why and how Hindu's celebrate Diwali I know why and how Christians celebrate Christmas I know how others celebrate Halloween and Bonfire Night I know the names of the 4 seasons and what happens during autumn and winter to the weather, plants, trees and animals I know that some animals are awake at night (nocturnal) and some animals sleep during the winter (hibernating) I share my weekend news by talking about things I have done and who with I know about the jobs in our local community through books, experiences and talking to visitors I know how to follow the route on our welly walk by walking in a line	I know how to use a glue stick / tape / stapler / holes & ties to join materials together I know which colours objects should be and I select these when colouring or drawing I know how to use the correct art medium for my design I know how to use a variety of textures appropriately I know what 'pulse' means in relation to music I know how to tap along with my teacher to the pulse of a song I know a variety of nursery rhymes and can repeat these I know about the Christmas story and the role I am playing I know how to say my line clearly into a microphone I learn songs relating to the Christmas nativity
Skills	I can follow the school rules I can dress myself including putting on my coat I can manage my feelings I can take turns with my friends I can build positive relationships	I can listen attentively I can wait for my turn to speak within a conversation I respond to my teacher and friends appropriately I can speak in full sentences I can use newly introduced vocabulary I can orally retell the start of a story including the characters and setting	I can form a queue I can hold my pencil effectively (splayed four finger/ static tripod) I can mostly form all the letters of the alphabet I can negotiate space in a large area I can hold my scissors correctly and make snips in paper ip	I can read phase 2 graphemes I can orally blend cvc words I can segment to write cvc words using my phonic knowledge I can blend to read cvc words using my phonic knowledge I can read phase 2 tricky words I can retrieve answers from a book	I can count objects to 5 with 1:1 correspondence I can copy, complete or create an AB pattern I can subitise to 5 I can say which group has more or less I know how to sequence events I can compare measures using appropriate vocabulary	I can tell you about a celebration which happens in autumn/winter I can talk about how the seasons change I can make observations of plants and animals and tell you about nocturnal and hibernating animals I can use the past tense correctly I can tell you about jobs within our local community I can follow the route on our welly walk	I can join materials I can choose appropriate colours for my drawings I can select the appropriate art medium for my design I can explore a variety of textures I can tap along to the pulse of a song I can perform a nursery rhyme I can take part in a nativity performance



Knowledge & Skills - Reception

Spring

	Personal, Social, Emotional Development	Communication & Language	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts & Design
Knowledge	I know why rules are important and how they keep us safe I know how to complete an activity by watching my teacher first and then practising it myself I know that it is okay to make mistakes I know that I will get better at things if I keep on trying I know how to listen carefully to instructions and follow what has been asked I know which foods are good for my body and how they keep me healthy	When I talk to my teacher or friend, I know how to listen attentively and respond appropriately to keep the conversation going I know how to ask a question using who, what, why, when and how I know I need to listen carefully to questions and respond appropriately I learn new vocabulary and repeat this often in my play and I use previously learnt vocabulary I know how to retell the beginning, middle and end of a story using repeated refrains, 'first', 'next', 'then', 'finally'	I know to pick up my pencil and hold it using three fingers I know how to correctly form my letters and I am beginning to develop a fluent handwriting style I know how to hold my scissors correctly and can cut along lines I know how to move the paper to help me cut around shapes I know that I need to change direction or move to the side to avoid obstacles when I am moving I know to move my pencil to draw recognisable objects, I take care when I am drawing. I know how to move my pencil to draw diagonal lines.	I know how to use my phonic knowledge to say each sound and blend them together I know how to use my phonic knowledge to segment a word and hear the individual sounds I know what a digraph is (two letters making one sound) I know what a trigraph is (three letters making one sound) I know how to use the LW phrases to help remind me of the phoneme I know that a sentence is a group of words that makes complete sense and ends with a full stop I know how to write a sentence with finger spaces Using my understanding of the book I have read or listened to, I can make prediction or anticipate what might happen next or after the story ends I know the letters which are in my name I can recognise my name I know how to form some or all of the letters in my name	I know how match numerals to quantities; I do this by counting or subitising(up to 10) I know the composition of number 5 including addition and subtraction facts I know the composition of numbers to 10 I know that addition means putting two or more numbers together I know how to add numbers within 10 by counting or subitising I know what an ABB and AAB pattern is I know how to describe shapes using vocabulary such as 'straight line' 'curved line' 'corners' I know if something is long or short, tall or short, heavy or light, full or empty	I know how my family celebrate the New Year I know how my family celebrate Valentines Day I know how and why Muslims celebrate Ramadan I know how and why Christians celebrate Shrove Tuesday (Pancake Day) I know how my family celebrate Mother's Day I know how and why Christians and my family celebrate Easter I know how and why Muslims celebrate Eid I know what happens at a wedding – promises are made I know the names of the 4 seasons and what happens during winter and spring to the weather, plants, trees and animals I know that herbivores eat plants and have flat teeth to grind with, carnivores eat meat and have sharp teeth I know that I was once a baby I know that babies change a lot and I can talk about ways in which I have changed I know that some things happened in the past and I can use vocabulary relating to this I know the route of our welly walk I know what a map does – it shows you where things are – I can spot things on a map that we pass on our welly walk	I know how to join a variety of materials together I know how to make something which has a purpose I know how to share what I have created I know how to show someone else what I have done by watching my teacher show me how things are done I know which types of lines / shapes to use when drawing to accurately represent I know how to purposefully use different materials to add texture to my piece of art When I listen to a piece of music, I know if it makes me happy, sad or excited by listening to the rhythm and instruments I know the processes I have used to make something I know how to show someone else what I have done by watching my teacher show me how things are done I know how to describe my creations by listening to my teacher describe theirs
Skills	I can follow the school rules I can work independently I keep on trying I can follow instructions I can make healthy food choices	I can have a conversation with my teachers and friends I can ask questions to find out more I can answer questions appropriately I can use newly introduced vocabulary and previously learnt vocabulary I can orally retell the beginning, middle and end of a familiar story	I can hold my pencil effectively (static tripod) I can cut along a line I can cut out simple shapes I can draw diagonal lines and an 'x' I avoid obstacles when running I can take care when drawing	I can segment to write cvc words, including digraphs, using my phonic knowledge I can blend to read cvc words, including digraphs, using my phonic knowledge I can read phase 3 digraphs and trigraphs I can read phase 3 tricky words I can use my phonic knowledge to write a dictated sentence I can predict what might happen next when reading I can write some or all of my name.	I can match numerals to quantities (up to 10) I can recall number bonds to 5 I can add two numbers together (within 10) I can copy, complete and create an ABB or AAB pattern I can describe the properties of shapes I can compare measures using appropriate vocabulary	I can tell you about a celebration which happens in winter/spring I can talk about what happens during a wedding I can make observations of plants and animals I can use the past tense correctly I can follow a simple map – the route of our welly walk	I can produce an item which has different parts which are successfully joined together I can create a product which has a use I can talk about my design I can show someone how I created something I can represent objects accurately when drawing I can use textures appropriately to add interest to my piece of art I can talk about how music makes me feel I can explain the processes I used to when crafting



Knowledge & Skills - Reception

Summer

	Personal, Social, Emotional Development	Communication & Language	Phyiscal Development	Literacy	Mathematics	Understanding the World	Expressive Arts & Design
Knowledge	I am able to keep on trying with an activity I know how and when to ask for help I complete challenges within the provision I know how to manage my own feelings I understand how others feel I know how to talk to my friends and solve problems together I listen to instructions carefully, especially those with several actions - I carry out the instructions when asked	I know how to listen to my friends and teacher, even when I am engaged in an activity I respond appropriately and answer/ask questions to engage in conversations I learn new vocabulary and repeat this often in my play I use new and familiar vocabulary to express my ideas, thoughts and feelings – sometimes this is modelled to me When engaging in conversations, I know which tense to use, for example, using the past tense to describe what I have done I use new and familiar vocabulary to explain processes and offer an explanation of why things might happen – sometimes this is modelled to me I use my knowledge of retelling familiar stories to create my own stories I use modelled vocabulary to create my own stories which have a beginning, middle and end	I know how to combine my movements fluently and use my strength and balance to my advantage I know how to negotiate space and obstacles safely in small and large areas, being considerate of myself and others I know how to form all my letters and I have developed a handwriting style that is fast, accurate and efficient I know how to draw horizontal and diagonal lines and use these to draw a triangle shape. I know how to hold scissors correctly and how to manipulate the paper to cut out different shapes I know how to effectively use other small tools for a purpose, for example, using a knife to cut, use tweezers to pick up small objects	I know that a sentence is a group of words that makes complete sense and ends with a full stop I know how to write a sentence with finger spaces I know who to use my phonic knowledge to blend unfamiliar words I read words I know automatically I read back a full sentence after blending to ensure I understand it I use my knowledge of phase 2 and 3 phonemes to help me read cvcc and ccvc words I listen carefully to the consonant bends to blend and segment cvcc and ccvc words Using my understanding of books I have read or listened to, I can retell the stories or events within my play I use new or previously learnt vocabulary to act out and retell stories or events	I know the order of numbers up to 20 I use my knowledge of the number system to count beyond 20 I know which two numbers add together to make 10 I understand the composition of numbers to 10 I know the composition of number 5 without any support and can quickly recall these number facts including addition and subtraction I know what makes a number odd or even I know which numbers are odd or even up to 10 and can use this knowledge when thinking about numbers beyond 10 I understand what 'double' means – two lots of something I know how to add two numbers together – I can add two of the same numbers together and this is doubling I know if something is long or short, tall or short, heavy or light, full or empty – I use objects to count how long or tall or full something is	I know how and why people in the UK celebrate May Day I know how my family celebrates Father's Day I know the names of the 4 seasons and what happens during spring and summer to the weather, plants, trees and animals I know how to care for our environment (where we live) through listening to what has been read to me I understand why it is important to look after where we live I know ways in which we can help other environments (not just where we live) – such as recycling, not littering, planting trees etc. I know the route of our welly walk I know what the symbols on a map represent I know how to draw symbols to create my own map	I know which tools and materials will be appropriate to use for a craft I want to make I use my knowledge of joining materials to create my designs I know how to refine my ideas and edit my creations to improve them I know that an artist creates paintings, drawings and/or sculptures I know the name of an artist through listening to what has been read to me I use my knowledge of stories to retell them using props such as masks, puppets or objects I retell stories within my play with my friends or with my teacher I use new and previously taught vocabulary when retelling familiar stories I use my knowledge of story structures and refrains to retell or create my own narratives I know how to play the notes D and C on a glockenspiel I know how to play two pitched notes to create musical patterns
Skills	I persevere with activities I set myself goals to complete I can resolve conflicts with my friends I can follow multi-step instructions	I listen attentively in a range of situations I can use newly introduced vocabulary and previously learnt vocabulary I use language to clearly express my ideas, thoughts and feelings I can use past, present and future tenses appropriately I can explain why things might happen I can orally tell you a story with a setting, characters and a beginning, middle and end	I can move energetically, including running, jumping, dancing, hopping, skipping and climbing I demonstrate good strength and balance when playing I can negotiate space safely I can hold my pencil effectively (static/dynamic tripod) I can draw a triangle. I can write fluently and efficiently I can use a variety of small tools, including scissors and cutlery	I can use my phonic knowledge to write a dictated sentence I can use my phonic knowledge to read decodable sentences I can read phase 4 tricky words I can read cvcc and ccvc words I can use my knowledge of books I have listened to, to act out or retell stories or events	I can count to 20 and beyond I can recall number bonds to 10 I can recall addition and subtraction facts to 5 I can sort odd and even numbers I know double facts to 10 I can use non-standard units to compare measures	I can tell you about a celebration which happens in spring/summer I can make observations of plants and animals I can talk about ways to protect and care for our environment I can draw a simple map – the route of our welly walk	I can select the materials and tools I need to purposefully create with design, form and function in mind I can refine my ideas and improve my creations I can tell you about an artist I can use a variety of different artist effects including colour and texture to express my ideas and feelings I can use props to retell stories I retell stories or create my own narratives with my friends and teachers I can play the pitched notes D and C on a glockenspiel in a musical pattern



Overview of Nursery

Nursery (2-3yrs)

This room's practice is rooted in child development and provides age appropriate opportunities to allow our youngest learners to thrive and prepare for the next step on their early learning journey.

Provision

Practitioners carefully ensure that the environment and provision directly reflects the children's needs, with a focus on the Prime Areas of learning – Communication & Language, Personal, Social & Emotional Development, and Physical Development.

Practitioners engage in high quality interactions to support the children's learning and development. Children's key workers will deliver a high quality curriculum, meeting the children's specific needs and providing age appropriate opportunities.

Daily Life

Key persons will ensure children are settled and handovers with parents and caregivers are smooth.

We will listen to and join in with stories and rhymes that I know and enjoy.

Rich talk with adults to expand vocabulary.

Outdoor play with a range of resources to aid development.

Indoor play with lots of new experiences to explore.

Healthy snack times to develop my independence.

Wiggle sessions to strengthen my body.

Nursery (3-4yrs)

This room supports our children to prepare for Reception and school life. Children develop independence and build on the knowledge and skills that they have developed in our 2-3yrs room.

Provision

Children's key workers will deliver a high quality curriculum, meeting the children's specific needs and providing age appropriate opportunities. Practitioners carefully ensure that the environment and provision directly reflects the children's needs, with a focus on the Prime Areas of learning. Key workers will support and develop independence and provide plenty of self care opportunities. Children begin to participate in small group listening and attention activities.

Daily Life

Key persons will ensure children are settled and handovers with parents and caregivers are smooth.

We will listen to and join in with stories and rhymes that I know and enjoy.

Rich talk with adults to expand vocabulary.

Outdoor play with a range of resources to aid development.

Indoor play with lots of new experiences to explore.

Healthy snack and lunch times to develop my independence and self care.

Squiggle sessions to strengthen my body.



Overview of Reception

Reception (4-5yrs)

Reception is the first official year of school and children will continue to develop their independence and learn how to navigate school life. They build on the knowledge and skills that they have developed in our Nursery, working towards achieving the Early Learning Goals.

Provision

Practitioners will provide an environment which reflects the cohorts needs and areas for development. Areas of provision will be enhanced to allow for learning to continue after teaching inputs. There will be opportunities for child-initiated learning as well as adult guided learning. 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. We will continue to develop our knowledge of our revisited content through teaching, experiences and the environment

Daily Life

Teachers and Teaching assistants will greet children on a morning, with an open door for parents and care givers to hand over.

We will listen to and join in with stories and rhymes that I know and enjoy.

Rich talk with adults to expand vocabulary.

Outdoor play with a range of resources to aid development.

Indoor play with lots of new experiences to explore, enhanced provision to provoke a deeper understanding.

Healthy snack and lunch times to develop my independence and self care.

Phonics teaching to learn new sounds, and support my reading journey.

Maths teaching to development my number sense.

Literacy teaching to develop a love of stories and writing.

A variety of experiences to support our high quality, knowledge rich curriculum.



Early Years Curriculum

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.



Our Trust Purpose:

Our Trust exists to create transformational educative opportunities in a shared culture of collaboration.

Early Years Foundation Stage - Concept of Quality

All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential (EYFS 2024).

Contents

- * This document sets out our shared 'conception' of effective early years provision.
- * It draws upon our collective expertise and is **evidence/research informed**.
- * It references insights from Ofsted, the DfE, the EEF and other organisations invested in research and 'best bets'.
- * This is not an exhaustive list of factors that can create quality!
- * Our key reference points for statutory requirements are: [The EYFS framework](#), [The ofsted handbook](#) and the [SEND COP](#).

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The Curriculum (What)

Curriculum: what we want children to learn.

Our approach to early years seeks to balance the importance of **explicit instruction and the power of play**.

- ⇒ The curriculum and environment are planned in an ambitious and deliberate way that **maximises opportunities** for children to think and learn. 'Educational programmes' are a minimum benchmark.
- ⇒ The curriculum is a '**progression model**' - it is planned and sequenced to help children remember and do more.
- ⇒ ELGs are understood as high-level end points that the curriculum builds towards.
- ⇒ Quality interactions lead to effective communication and language which is at the heart of provision.
- ⇒ Plans set out the developmentally appropriate small steps of knowledge that children acquire to help them demonstrate more complex skills/ELGs.
- ⇒ There is a focus on **vocabulary** and a secure knowledge of phonics.
- ⇒ Play is understood as essential for children's development - but it always has **purpose**.



Continuous Provision:

- ⇒ Instruction and purposeful play helps pupils practice and retrieve essential knowledge from guided learning.
- ⇒ Relies on timely action and guidance from practitioners.
- ⇒ Introduces children to the richness and variety of the curriculum to come and promotes the use of targeted vocab.

Executive function:

- ⇒ Children's EF develops rapidly in early childhood.
- ⇒ **Practitioners know the 3 core areas of executive function, focus attention, working memory, cognitive flexibility.**
- ⇒ Teaching, modelling, and practise allows children to gain an increased capacity to regulate their own thoughts, emotions, and actions
- ⇒ Children are skilfully guided to explicit opportunities to develop executive function skills.
- ⇒ Demands on executive function are incrementally increased based on knowledge of each child.

Communication and language:

- ⇒ Planning details the vocabulary (especially tier 2 words) that children will be introduced to. There are opportunities for children to practice and use the words they learn. This creates readiness for Key stage 1 and beyond.
- ⇒ A rich cannon of stories, rhymes and songs are carefully chosen and shared to promote language and reading.

Firm Foundations:

- ⇒ The EY curriculum creates readiness for transition points from birth to key stage 1 - there are deliberate links to the vocab and essential knowledge that bridge the 7 areas of learning with NC subjects.
- ⇒ EY practitioners liaise closely with school subject leads.
- ⇒ The EY curriculum is the first series of the 'boxset'.

Pedagogy (How) - helping children to learn

High level principles:

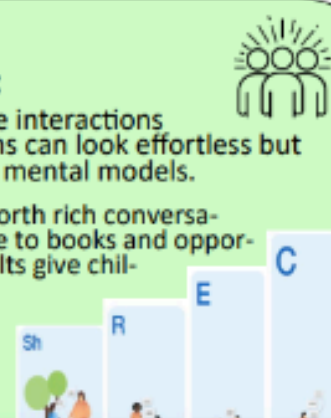
- ⇒ Practitioners are knowledgeable about areas of learning.
- ⇒ Practitioners are experts in teaching phonics and early maths. They read to children in a way that promotes a love of learning.
- ⇒ Practitioners present information clearly and promote communication
- ⇒ Practitioners create an environment that promotes learning.
- ⇒ Curriculum and care practices support children's development.
- ⇒ Where appropriate, Rosenshine's principles are translated into EY practice.

High Quality Interactions with children:

The rate of children's development depends on the interactions they have with adults. When done well, interactions can look effortless but are underpinned by common principles and useful mental models.

Principles for interaction - they should be back-and-forth rich conversations, introducing new vocabulary, frequent exposure to books and opportunities to practice using new words in language. Adults give children time to listen and think before responding.

Mental models e.g. ShREC -
Sh...share attention by being at the child's level and attending to what they are focused on
R...respond by following the child's lead and commenting on what they can
E...expand on the focus
C...conversation - extend and-forth thinking and pr



Assessment - checking what children have learnt

Effective assessment is based upon a strong knowledge of its purpose and the intended curriculum

Assessment is understood in three ways: 'for', 'of' and 'as'. There is considerable overlap between each approach...

Assessment for learning involves providing feedback for practitioners and children that is used to improve provision. It is used in an 'live' way to adapt the curriculum e.g. checking that children understand and can use new vocabulary during teaching.

Assessment of learning identifies when specific curriculum goals/end points have been achieved - it is less frequent than AfL and has limitations as it often provides more limited information about children's security with smaller steps e.g. checking at the end of a block of teaching that a composite skills is being mastered - such as using a range of vocabulary in speech or writing.

Assessment as learning draws on the cognitive principle that children are likely to remember knowledge that they re-encounter and retrieve from their long term memory. It provides planned opportunities for children to retrieve essential knowledge at the start and end of sessions.

It is used to help identify special needs (see special needs cell). It should not take away practitioners from teaching the curriculum.



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Monitoring and Governance

Monitoring:

- ⇒ This COQ is used to evaluate the impact of EY.
- ⇒ There should be a clear focus to monitoring which responds and reflects upon the impact of the provision's action plan.
- ⇒ Ideally, a whole school monitoring schedule, aligned to training, should set out the foci for the year ahead.

Link Governor visits prioritise 3 themes:

1. Discussing the effectiveness of EY with leaders (with reference to this COQ and the local action plan).
2. A focus on communication and language and the vocabulary that is taught by teachers and used by children.
3. The quality of adults' interactions with children and the extent to which this promotes the intended learning.



SEND and Inclusion

Every practitioner is a teacher of SEND.

- ⇒ Provision has arrangements in place for the early identification of any needs.
- ⇒ Leaders should identify an EY member of practitioners who builds up expertise in special needs and liaises closely with the SENCo.
- ⇒ During points of transition into and out of the setting any special needs and intervention must be shared.
- ⇒ APDRs should be in place for all children identified and be regularly reviewed.
- ⇒ Support for vulnerable groups should be identified and actioned.
- ⇒ Links with relevant agencies and partnerships (see below) should be established and harnessed.
- ⇒ Refer to our Trust wide **COQ for SEND**.



Enabling Environments

The environment (both indoor and outdoor) services the curriculum. It is accessible and matched to children's needs. The environment is:

- ⇒ Vocabulary and language rich.
- ⇒ Develops and promotes the COEL.
- ⇒ Is developmentally appropriate e.g. has tables and chairs of the right size and design.
- ⇒ Is inviting and conducive to learning.
- ⇒ Celebrates what children know and can do.
- ⇒ Is safe and well maintained.



Safeguarding / Care Practices

Children learn best when they are healthy, safe, secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.

- ⇒ Training and supervision are the cornerstone of an effective workforce.
- ⇒ Safeguarding procedures understood by all and practised.
- ⇒ Each child should be assigned a key person who understands children's needs and engages with their family and other relevant agencies.
- ⇒ Expectations regarding ratios and qualifications should be met at all times.



Parents and Partnerships

Parents/Carers are a child's first and forever teacher. Effectively engaging and communicating with families can boost the progress that children make.

- ⇒ Practitioners and parents/carers should keep one another up to date with children's progress and development.
- ⇒ Practitioners should demonstrate how they form partnerships both internally and externally that support children's development.
- ⇒ Good patterns and habits of **attendance** should be established and encouraged at the earliest possible stage.



Research & the Practitioner Curriculum

This document, and practice within provision, are informed by:

[Ofsted's 'Best start in life' series.](#)
[The EYFS Framework](#)
[The Code of Practice](#)
[The Education Endowment Foundation](#)
[Speech and Language UK](#)
[researchED series](#)

You can find out more about our curriculum for early years practitioners at:

[Creative Learning Hub.](#)



Our Trust Vision:

Our vision for pupils:	Our vision for people:	Our vision for communities:
- Strong attendance and outcomes for all. - Freedom and Justice. - A knowledge rich curriculum. - Research/evidence informed teaching.	- Collaboration and kindness. - Opportunities to develop and learn. - A focus on wellbeing and workload.	- Schools at the heart of the community they serve. - A range of benefits to support families and vulnerable groups. - Ongoing support as pupils transition to their next school and beyond.

Our Trust Values:

Integrity: Courage to do the right thing for the child.	Collaboration: Working together, enabling each other.	Dedication: Committed to supporting and improving.
Kindness: Acting with compassion	Understanding (Openness): Listening and valuing one another	Innovation & Creation: Using expertise and research to transform.



Bridging the EYFS to the National Curriculum

EYFS Concepts	Early Learning Goals	National Curriculum
Seasons	Understanding the World: The Natural World - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter Understanding the World: People, Culture and Communities - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Science Y1: Seasonal Change - Observe changes across the four seasons. - Observe and describe weather associated with the seasons and how day length varies. Geographical Skills and Fieldwork KS1 - Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. - Use simple compass directions (North, South, East, West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.
Weather	Understanding the World: The Natural World - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Understanding the World: People, Culture and Communities - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Geography KS1: Human and Physical Knowledge - Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the North and South Poles. Science Y1: Seasonal Change - Observe and describe weather associated with the seasons and how day length varies.
Plants and Trees	Understanding the World: The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants.	Science Y1: Plants - Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. - Identify and describe the basic structure of a variety of common flowering plants, including trees. Science Y2: Plants - Observe and describe how seeds and bulbs grow into mature plants - Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy



Bridging the EYFS to the National Curriculum

EYFS Concepts	Early Learning Goals	National Curriculum
Animals and Insects	Understanding the World: The Natural World • 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.	Science Y1: Animals, Including Humans • Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals. • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. • Describe and compare the structure of common animals (fish, amphibians, reptiles, birds and mammals, including pets.) Science Y2: Animals, Including Humans • Notice that animals, including humans, have offspring which grow into adults • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene Science Y2: Living Things and their Habitats • Explore and compare the differences between things that are living, dead, and things that have never been alive • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • Identify and name a variety of plants and animals in their habitats, including micro-habitats • Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food Geography KS1: Place Knowledge • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country.



Bridging the EYFS to the National Curriculum

EYFS Concepts	Early Learning Goals	National Curriculum
Celebrations	Understanding the World: People, Culture and Communities • 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 Staffordshire Agreed Syllabus for Religious Education In the Early Years Foundation Stage pupils should have the opportunity to develop a growing sense of awareness of self and their own community. They should encounter the diversity of faiths and world views represented in their own community and in Great Britain. Giving young children familiarity with the presence of major faiths, world views and a wide religious vocabulary raises awareness of the diverse nature of the world around them and provides a structure in which to develop their learning.	Relationships and Health Education: Families and people who care for me • That marriage¹³ represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong The Staffordshire Agreed Syllabus for Religious Education At key stage one, schools should focus their study on Christianity and one other faith. Islam is the suggested other faith. The choice will be determined by the local context. Practices and Ways of Life • Explore the preparations for and find out about the celebration of festivals 1.2b Expressing Meaning • Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies - 1.3b Identity, Diversity and Belonging • Find out about ceremonies in which special moments in the life cycle are marked -1.4c Values and Commitments • Reflect on examples of care and concern shown by believers in religious communities and non-religious ways of life and explores reasons for these actions -1.6b • Explore stories from religious traditions and find out about attitudes to the natural world -1.6c



Bridging the *EYFS* to the National Curriculum

EYFS Concepts	Early Learning Goals	National Curriculum
Ourselves and Our Families	Understanding the World: Past and Present • 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.	History KS1 Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand some of the ways in which we find out about the past and identify different ways in which it is represented. • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • Significant historical events, people, places in their own locality Science Y2 Objectives: Animals, Including Humans • Notice that animals, including humans, have offspring which grow into adults Relationships and Health Education: Families and people who care for me • That families are important for children growing up because they can give love, security and stability • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care



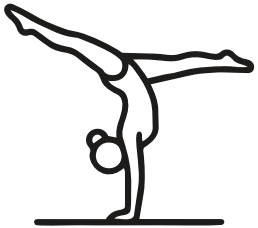
Bridging the EYFS to the National Curriculum

EYFS Concepts	Early Learning Goals	National Curriculum
Ourselves and Our Families	Understanding the World: Past and Present - Talk about the lives of the people around them and their roles in society. Understanding the World: People, Culture and Communities - 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.	Geography KS1 Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observations, to enhance their locational awareness. Locational Knowledge - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. The Staffordshire Agreed Syllabus for Religious Education: Values and Commitments - Reflect on examples of care and concern shown by believers in religious communities and non-religious ways of life and explores reasons for these actions -1.6b - Explore stories from religious traditions and find out about attitudes to the natural world -1.6c



Physical Education in Early Years

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.

Fundamental Skills	Games	Dance	Gymnastics	OAA	Social Emotional Thinking
Run and stop with some control. Jump and hop with bent knees. Throwing larger balls and beanbags into space. Explore skipping as a travelling action. Balance whilst stationary and on the move. Change direction at a slow pace. Explore moving different body parts together.	Drop and catch with two hands. Move a ball with feet. Run and stop when instructed. Throw and roll a variety of beanbags and larger balls to space. Kick larger balls into space. Stop a beanbag or large ball sent to them using hands. Attempt to stop a large ball sent to them using feet. Hit a ball with hands. Move around showing limited awareness of others.	Copy basic actions and rhythms. Choose and use travelling actions, shapes and balances. Travel in different pathways using the space around them. Begin to use dynamics and expression with guidance. Begin to count to music.	 Create shapes showing a basic level of stillness using different parts of their bodies. Begin to take weight on different body parts. Show shapes and actions that stretch their bodies. Copy and link simple actions together.	Follow simple instructions. Share their ideas with others. Explore activities making own decisions in response to a task. Make decisions about where to move in space. Follow a path. Share their ideas with others. Begin to identify personal success.	Take turns. Learn to share equipment with others. Share their ideas with others. Try again if they do not succeed. Practise skills independently. Confident to try new tasks and challenges. Begin to identify personal successes. Choose own movements and actions in response to simple tasks e.g. choosing to travel by skipping. Begin to provide simple feedback saying what they liked or thought was good about someone else's performance.

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. Our youngest children participate in Wiggle and Squiggle sessions to get their bodies ready for writing.

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 Preschool and Reception PE time. Children have a weekly session which teaches fundamental skills needed to progress throughout school including Fundamental Skills, Games, Dance and Gymnastics.





Science in Early Years

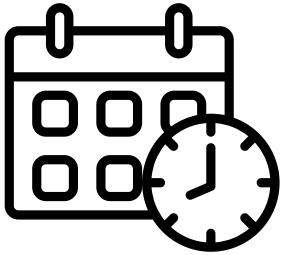
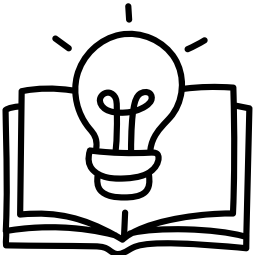
Science within Early Years happens daily, we use our immediate environment to help us learn new things and explore the world around us. We explore our surrounding area by going on weekly welly walks; we look at the changing seasons and can talk about what we notice. We encourage our families to explore 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.

Welly Walks	Outdoor Classroom	Weather	Books	Curriculum Content
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. 	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.	 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	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. 	Throughout the year we will revisit content such as plants and trees, animals and insects and weather and seasons. We will build on our prior knowledge and explore new vocabulary linked to the curriculum content. We will be able to notice changes to our environment and research different scientific content through the Understanding the World aspect of our Early Years Curriculum.



History in Early Years

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;

Visual Timetable	Weekend News	Learning Journey Displays	Curriculum Content	Traditional Tales	Books
We use a visual timetable 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.	We ask our families to share their weekend news on ClassDoJo. 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.	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. 	We revisit content throughout the year so that children can build upon their prior knowledge, skills and experiences. We provide opportunities for children to talk about things which have happened to them in the past, such as special celebrations or family holidays. We look at baby photographs and think about how we have changed creating a timeline. We speak to family members about their favourite childhood toys and compare them to the toys we like to play with. We visit a local care home to speak to the residents about their childhood and what they enjoyed as a child. We learn about our local community and the jobs our families do.	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.	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 a variety of books. 

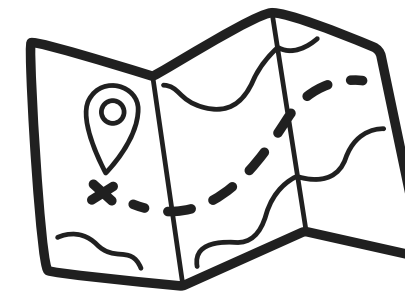


Geography in Early Years

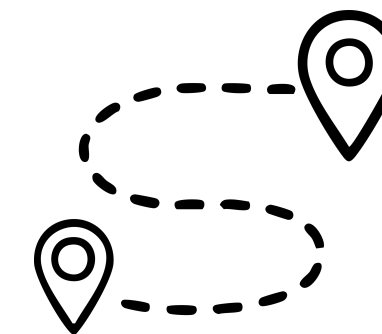
Geography within Early Years happens daily, we use our immediate environment to help us learn new things and explore the world around us. We learn about other countries through stories and texts and we compare this to our world. Our curriculum allows children to progress from looking at their immediate 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.



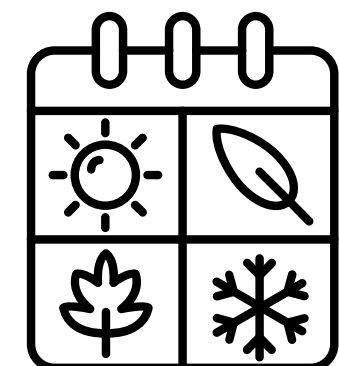
We will learn about where we live in the world and remember that our country is England which is a part of the United Kingdom, UK. We will look at and explore a variety of maps which help us to locate places or objects. We will learn about other countries throughout the year and animals which live in those countries. We will visit a wildlife park and farm to share and deepen our knowledge of animals from this country and 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.





Religious Education in Early Years

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.

The Staffordshire Agreed Syllabus for Religious Education

In the Early Years Foundation Stage pupils should have the opportunity to develop a growing sense of awareness of self and their own community. They should encounter the diversity of faiths and world views represented in their own community and in Great Britain. Giving young children familiarity with the presence of major faiths, world views and a wide religious vocabulary raises awareness of the diverse nature of the world around them and provides a structure in which to develop their learning.

Learning Outcomes from the SACRE

Autumn

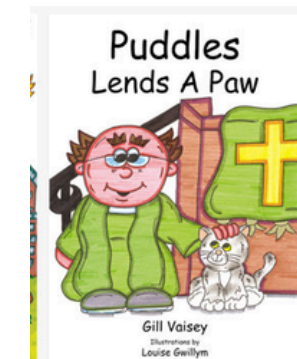
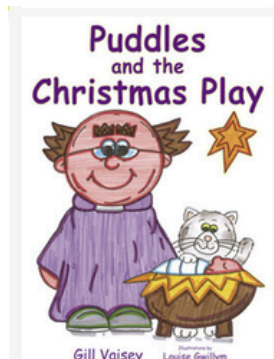
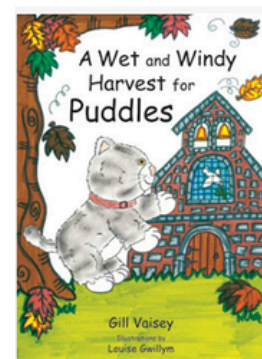
Identify ask questions about customs associated with particular religious communities. 1.4b
Explore stories about the lives and teachings of key religious 1.1b

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

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





Art & Design Technology in Early Years

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.

Colour	Texture	Function	Design	Form
Children have access to a variety of pens, pencils, crayons, paints, chalks and other drawing equipment. They are encouraged to think about the colours of objects when creating their own piece of work. They are able to experiment with colour and express their ideas freely. We take part in weekly drawing follow ups to improve children's accuracy when drawing.	A variety of materials are explored throughout the year and children are encouraged to use these within their own creations. They can experiment with different textures and select which material would be best suited for their design.	We explore how objects work and move through play. We notice how toys may need to be pushed or pulled in order to move. We create things which have a purpose and can use these within our play.	We encourage children to plan and design their creations and then share their processes with others. This process is modelled by staff within provision and through direct teaching.	We provide opportunities for children to create their own designs using recycled material. We model how to join materials and use a variety of examples to inspire creativity. We create three-dimensional characters which can be used within their play. Different malleable materials are provided throughout the year to experiment with different forms, alongside the construction area.

Music in Early Years

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 'Sing Up' 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.



PSHE in Early Years

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.

Visual Timetable	Books	Provision	School Rules
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.	We use books to help support our children with their feelings and emotions. We use social stories if needed and work alongside children to develop their self-regulation.	We carefully plan our provision to provide children with plenty of opportunities to develop their PSED skills. From turn taking and sharing, to role play and negotiating problems, children are guided through the development of their personal, social and emotional skills.	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.





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.

Interactive Whiteboard & Tablets	BeeBots	Collecting Data	Famly & ClassDoJo	Safer Internet Day
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 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.	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.	We use Famly and ClassDoJo as our online learning journey. Photographs and videos are regularly added to each class's profile to build up a picture of what they can do. We share profiles with parents and encourage participation from home. We ask parents to add their 'weekend news' so that we can share this together. We also ask for other observations to be added 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.	As a school, we take part in Safer 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.