

The curriculum in the Early Years Foundation Stage draws from the Development Matters Statements Framework (DfE) to plan for the learning and development of the children. The statements below provide a sequence that enables planning for progression and next steps in learning across the year. School subject curriculum approaches also inform the learning experiences for children. We recognise the importance of providing a child based approach to learning and responding to individual needs and interests. This may mean that some of the statements below could be taught across the whole year, as well as being regularly revisited in recognition of their vital role in developing the child. Teachers will carefully use the statements below to plan rich, play-based and direct teaching learning activities that help children to receive a broad and balanced curriculum.

The Early Years Curriculum is divided into two areas of learning:

**Prime Areas of Development:** *Personal, Social and Emotional Development, Communication and Language, Physical Development*  
**Specific Areas of Development** *Literacy, Mathematical Development, Understanding the World and Expressive Arts and Design*

‘The Characteristics of Effective Learning’.

These underpin the approach to teaching and learning describe the behaviours children use to help them learn. They are:

- Playing and Learning :** *Investigate and experience things, and ‘have a go*
- Creative and Critical Thinking:** *Have and develop their own ideas, make links between ideas, and develop strategies for doing things*
- Active Learning:** *Concentrate and keep on trying if they encounter difficulties, and enjoy achievements.*

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Skills Builder</b>	<u>Listening</u> Aim: to hear and understand things that other people say to us. Useful Resources: <a href="#">listening skill story</a> ; <a href="#">skill challenges</a> Skill Text: Finn and Fran	<u>Speaking</u> Aim: to clearly tell others new information or ideas Useful Resources: <a href="#">speaking skill story</a> ; <a href="#">skill challenges</a> Skill Text: Gina Finds Her Voice	<u>Teamwork</u> Aim: to work well with others. Useful Resources: <a href="#">teamwork skill story</a> ; <a href="#">skill challenges</a> Skill Text: The Treasure Hunt	<u>Problem Solving</u> Aim: to complete tasks we are given. Useful Resources: <a href="#">problem solving skill story</a> ; <a href="#">skill challenges</a> Skill Text: Tilda Tries Again	<u>Creativity</u> Aim: to use our imagination and come up with new ideas Useful Resources: <a href="#">creativity skill story</a> ; <a href="#">skill challenges</a> Skill Text: Jake the Snake	Recap / preparation for Reception
<b>Topics</b>	<b>All About Me</b>	<b>Woodland</b>	<b>People Who Help Us</b>	<b>Wild Animals</b>	<b>In The Garden</b>	<b>Growth and Change</b>
<b>Personal Social and Emotional Development</b>	Select and use activities and resources with help when needed. Play with one or more other children.	Extend and elaborate play ideas. Develop their sense of membership to a community.	Develop their sense of responsibility. Increasingly follow rules. Not always need an adult to remind them of a rule.	Become more outgoing with unfamiliar people. Show more confidence in social situations.	Talk about feelings using words like ‘happy’ and ‘sad’. Begin to understand how others might be feeling.	Develop appropriate ways of being assertive. Talk with others to solve conflicts.

	Be increasingly independent in meeting care needs like using the toilet		Make healthy choices about food, drink and tooth brushing.		Help to find solutions to conflicts.	
<b>Physical Development</b>  See whole school PE overview for discrete sessions.	Develop movements like balancing, riding scooters/bikes. Start to eat independently using a knife and fork. With support try a range of activities to develop fine motor skills	Use large scale movements. (flags/brushes/ribbons etc) Show a preference for a dominant hand. Choose the right resource to carry out a plan ie a spade.	Go up steps and stairs using alternate feet. Be increasingly independent ie putting coats and shoes on/zips.	Use one handed tools. For example, make snips with scissors. Collaborate with others to manage large items like moving planks. Match their developing skills to tasks like whether to crawl or walk on a plank.	Take part in some group activities which they make up themselves. Use and remember sequences of movements. Increasing control to use classroom tools like playdough rollers.	Use a comfortable grip with good control when holding pens and pencils. Skip, hop and stand on one leg for a game.
<b>Communication and Language</b>	Over the course of the year, children will enjoy listening to a range of stories and sing a large repertoire of songs and rhymes. They will join in with activities that help to widen their vocabulary and develop their pronunciation and early understanding of tenses and and plurals. These skills will also help to develop their literacy skills.					
	Enjoy listening to stories Enjoy learning new words Learn new songs and rhymes. While settling into the Nursery build confidence to talk to the staff and other children.	Develop their communication to talk about a range of topics/experiences/books. Enjoy listening to longer stories. Learn to switch attention to an adult when they are busy playing.	Understand a question or instruction that has two parts. Start a conversation with an adult or friend and continue it for many turns.	Enjoy listening to longer stories and can remember much of what happened. Understand why questions like 'Why was the crocodile sad?' Use talk to organise themselves and their play.	Be able to talk about familiar books. Use longer sentences of 4 to 6 words.	Be able to tell a long story. Be able to express a point of view and disagree with an adult or friend.
<b>Literacy</b> [See separate plan for phonics activities and progression]	Engage in conversations about stories. Experience a range of books. Begin to learn new vocabulary Develop the concept that print has meaning.	Develop the concept that print has meaning. Experience a range of books and explore new words. Talk about ideas in a story that reflect diversity of experience.	Know that print can have different purposes. Learn to turn the pages in a book from left to right. Write some of their name Count or clap syllables in a word.	Recognise words with the same initial sound. Write some or all of their name Use some of their print knowledge in their early writing	Spot and suggest rhymes. Write some or all of their name. Write some letters accurately. Learn about the different parts of a book and page sequencing Use some of their print knowledge in their early writing.	Spot and suggest rhymes. Write some or all of their name. Write some letters accurately. Talk about their writing using their print knowledge
<b>Core texts</b>	So Much Going on a Bear Hunt	Owl Babies The Gruffalo	Busy People Series	Handa's Surprise Dear Zoo Non - fiction animal books	The Very Hungry Caterpillar The Three Billy Goats Gruff	Titch Goldilocks Little Red Hen.

<p><b>Texts to support topic discussion</b></p>	<p>Hair Love Brown Boy Joy The Skin You Live In Marvellous Me Lulu's First Day All Are Welcome <u>Non – fiction:</u> All About Families [Usborne] Who's in my family -All about our families.</p>	<p>Who's Hiding in the Woods? Let it Fall How Many Seeds in a Pumpkin? We're going on a leaf hunt Fall Leaves <u>Non – fiction:</u> What can you see in Autumn? A Seed is Sleepy</p>	<p>When I grow up I want to be Lola at the Library Look Up <u>Non – fiction:</u> People who help us – Fire Fighters People who help us – Police</p>	<p>The Lion Inside What the Elephant Heard We all went on Safari Who's Hiding in the Jungle? Wild Wow 5 Wild Animals The Selfish Crocodile – Elmer <u>Non Fiction</u> Amazing Animals – First facts Hello Wild animals – A first book of animal facts</p>	<p>Jasper's Beanstalk The Tiny Seed Lola plants a Garden Planting a Rainbow Errol's Garden Green Green- Community Garden <u>Non fiction:</u> How a Seed Grows In my Garden – National Geographic Lift and look bees/bugs Minibeasts – My first book of nature</p>	<p>A Chair for Baby Bear What will you be? Kindness makes us Strong Katie can Change the World <u>Non Fiction</u> All About Weather</p>
<p><b>Maths</b></p>	<p>Recite numbers past 5. Say one number for each item in order 1 2 3 4 5... Talk about and explore 2D and 3D shapes. (Focus shape circle.) Using words like flat/round. Understand position using words like under/behind. Make comparisons between objects relating to weight</p>	<p>Recite numbers past 5. Say one number for each item in order 1 2 3 4 5... Talk about and explore 2D and 3D shapes. (Focus shape triangle.) Using words like corners. Understand position using words like under/behind. Compare quantities using language like more/ less. Make comparisons between objects relating to length</p>	<p>Know that the last number reached when counting objects tells you how many there are (Cardinal principle) Show finger numbers up to 5 Fast recognition of up to 3 objects (subitising) Talk about and explore 2D and 3D shapes (focus shape square) using words like sides. Describe a familiar route. Make comparisons between objects relating to capacity.</p>	<p>Know that the last number reached when counting objects tells you how many there are.(Cardinal principle) Fast recognition of up to 3 objects (subitising) Talk about and explore 2D and 3D shapes (focus shape rectangle) using words like straight. Select shapes appropriately for building. Talk about and identify patterns around them like 'spotty' and 'blobs.' Review weight.</p>	<p>Link numerals and amounts. eg collecting a set of objects to match numerals up to 5. Experiment with their own symbols and marks as well as numerals. Combine shapes to make new ones. Extend and create repeating patterns like stick/leaf/stick/leaf. Review length.</p>	<p>Solve real world mathematical problems with numbers up to 5. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events using words like first/then. Review capacity.</p>
<p><b>Understanding the World</b></p>	<p>Begin to make sense of their own life story and family's history. Use all their senses to explore natural materials.</p>	<p>Talk about what they see using a wide vocabulary. Explore collections of materials with similar or different properties. Use all their senses to explore natural materials. Plant seeds and care for growing plants.</p>	<p>Show an interest in different occupations. Explore and talk about different forces they can feel (magnets, water). Explore how things work. Cogs/pulleys)</p>	<p>Talk about what they see. Know that there are different countries in the world. Talk about differences they see in photos.</p>	<p>Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and living things.</p>	<p>Talk about the differences between materials and changes they notice. Continue to develop positive attitudes about the differences between people.</p>

<b>Expressive Arts and Design</b>	<p>Sing the melodic shape of familiar songs. Take part in simple pretend play. Explore different materials freely to explore how to use them. Explore colour mixing</p>	<p>Sing the melodic shape of familiar songs. Take part in simple pretend play. Explore different materials freely to explore how to use them. Create closed shapes and lines to represent objects. Explore colour mixing.</p>	<p>Improvise a song around one they know. Listen with increased attention to sounds. Make imaginative small worlds. Develop their own ideas for play. Draw with increasing complexity.</p>	<p>Listen with increased attention to sounds. Make imaginative small worlds with blocks and construction. Develop their own ideas and decide which materials to use. Draw with increasing complexity.</p>	<p>Remember and sing entire songs Respond to what they have heard expressing their thoughts and feelings. Begin to develop complex stories using small world. Explore joining different materials and textures. Use drawing to represent ideas. Show different emotions in their drawings and paintings.</p>	<p>Sing the pitch of a tone sung by another person. Continue to develop complex stories using small world and props. Join different materials and explore different textures. Show different emotions in their drawings and paintings.</p>
<b>Computing</b>	<p>Children will be provided with a range of experiences through play and discussion throughout the year that will enable them to see the use of technology in their everyday lives and the people who help them. In role play and continuous provision they will explore everyday technology and show curiosity as to its purpose and how it works. Over the year, they will begin to build foundational knowledge of computational thinking, computer science skills, ict skills and digital literacy. The children will learn about how to stay safe online through stories such as Jessie and Friends/ DigiDuck / Smartie the Penguin as well as discrete lessons once a term.</p>					
	<p><u>Digital Literacy - Online Safety</u> Know who to talk to if I ever feel worried whilst using technology (PSED/CLL)</p>	<p><u>Digital Literacy</u> Talk about the different pieces of technology that they may find at school and what they may find at home. (KUW)</p>	<p><u>IT- Digital Media</u> Take a photo using an ipad/camera I can explain what makes a good photo Use technology to record voice Use listening devices (CLL/KUW/EAD)</p>	<p><u>IT- Data</u> Compare groups of objects Answer questions about groups of objects (MD/KUW)</p>	<p><u>Computer Science- Coding</u> Follow and act out a series of instructions Explain what a given command will do Use buttons to control (program) a floor robot (PD/CLL)</p>	