

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 at the school. 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 which means 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 play-based and direct teaching learning activities that help children to develop their knowledge and understanding of 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

Underpinning the approach to teaching and learning are the ‘**Characteristics of Effective Learning**’. These describe the behaviours children use to help them learn. They are

**Playing and Learning** : Children investigate and experience things, and ‘have a go

**Creative and Critical Thinking**: children have and develop their own ideas, make links between ideas, and develop strategies for doing things

**Active Learning**: Children 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>Right of the month</b>	<p>September: Article 28 – the right to learn and go to school</p> <p>October: Article 12 – the right to be listened to</p>	<p>November: Article 19 – the right not to be harmed and to be looked after and kept safe</p> <p>December: Article 13 – the right to follow your own religion</p>	<p>January: Article 29 – the right to become the best you can be</p> <p>February: Article 42 – the right to learn about your rights</p>	<p>March: Article 7 – the right to a name and a nationality</p> <p>April: Article 24 – the right to food, water and medical care</p>	<p>April: Article 24 – the right to food, water and medical care</p> <p>May: Article 20 – the right to practise your own culture, language and religion</p>	<p>June: Article 22 – the right to special protection and help if you are a refugee</p> <p>July: Article 31 – the right to play and rest</p>
<b>Skills Builder</b>	<p><u>September: 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: Listen Buddy by Helen Lester</p> <p><u>October: Speaking</u> Aim: to clearly tell others new information or ideas Useful Resources: <a href="#">speaking skill story</a> ; <a href="#">skill</a></p>	<p><u>November: Teamwork</u> Aim: to work well with others. Useful Resources: <a href="#">teamwork skill story</a> ; <a href="#">skill challenges</a> Skill Text: The squirrels who squabbled</p> <p><u>December: GLOBAL GOALS</u></p>	<p><u>January: 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: Stuck by Oliver Jeffers</p> <p><u>February: Staying Positive</u> Aim: to keep trying when things go wrong. Useful Resources: <a href="#">staying positive skill story</a> ; Skill Text: The Most</p>	<p><u>March: 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: Sky Colour by Peter H. Reynolds</p> <p><u>April: GLOBAL GOALS</u></p>	<p><u>April: GLOBAL GOALS</u> <u>May: Aiming High</u> Aim: to try our best at our tasks. Useful Resources: <a href="#">aiming high skill story</a> ; <a href="#">skill challenges</a> Skill Text: Grace for President by Kelly DiPuccio</p>	<p><u>June: Leadership</u> Aim: to understand how I and others feel about things. Useful Resources: <a href="#">leadership skill story</a> ; <a href="#">skill challenges</a> Skill Text: The Giving Tree by Shel Silverstein</p> <p><u>July: GLOBAL GOALS</u></p>

	<a href="#">challenges</a> Skill Text: The Clever Stick by John Lechner		Magnificent Thing by Ashley Spires			
<b>Topics</b>	<b>Marvellous Me</b>	<b>Let's Celebrate</b>	<b>Magic Materials</b>	<b>Sunshine and Showers</b>	<b>Wriggle, Stomp and Crawl</b>	<b>Marvellous Machines</b>
<b>Communication and Language</b>	Learn why listening is important and develop language for communication	Ask questions and use new vocabulary in learning and play	Respond to questions, use connectives in their talk and learn rhymes and songs	Use talk to organise thinking and use different sentence tenses Retell stories	Describe events in growing detail Talk about a range of texts using a wide range of vocabulary	Connect one idea to another using a range of connectives
<b>Literacy (see also phonics progression document)</b>	Learn single letter GPC and write some letters accurately	Blend and segment sounds in words and begin to form lower case letters correctly	Read and write short words using GPC Start letters in the correct position	Read and write simple phrases made up of known GPC Develop some automaticity when forming letters	Write short sentences and re-read familiar books to develop fluency and confidence	Read written work to an adult Talk about a book that has been read independently
<b>Core Texts</b>	King of the Classroom What I Like About Me Hello Friend	Tree: Seasons Come, Seasons Go Each Peach Pear Plum Cake	Where is the Dragon? The Black Rabbit Room on the Broom	The Enormous Turnip (Pie Corbett) Jack and the Beanstalk Lola Plants a Garden	Once Upon a Jungle The Storm Whale Oi Frog	Mr Gumpy's outing (Pie Corbett) Blown Away Stanley's Stick
<b>Texts to support topic discussion</b>	Anna Hibiscus Meesha makes a friend Sometimes I am furious The Blue Umbrella	Sometimes I am a Baby Bear, Sometimes I am a snail  The Night Before Christmas Let's celebrate: special days around the world Rama and Sita: The Story of Diwali  Barbara throws a wobbler	Lunar New Year Around The World A story about Afiyah Jabari jumps	Poetry and rhyme (rain) From Seed to Sunflower The Boy who Lost His Bumble The Little Island	Too much Stuff Yucky worms A Place Called Home The blue footed bobby	Suzy Orbit Astronaut Paper Planes The Story Machine Hey Water

<b>Physical Development</b>	<p><b>In addition to PE lessons, the continuous provision will enable children to:</b></p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others</li> <li>Demonstrate strength, balance and coordination when playing</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> <li>Develop their upper arm, shoulder strength, core strength as well as stability to support their fine motor skills</li> <li>Use a range of tools competently, safely and confidently</li> </ul>
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	<p><u>Using and Exploring Space</u> Use all the space available Change speed and direction</p> <p><u>Running Games</u> I can change speed and direction.</p>	<p><u>Using and Exploring Space</u> Negotiate obstacles safely</p> <p><u>Bat and Ball Skills</u> I can aim a ball in a general direction with a bat.</p>	<p><u>Throwing and Aiming:</u> Try a range of throwing techniques.</p> <p><u>Yoga</u> Copy adult movements and poses (developing coordination /strength/balance)</p>	<p><u>Gymnastics</u> Try a range of balances Catch after bouncing/throwing upwards</p> <p><u>Big Ball Skills</u> I can catch after bouncing/throwing up (hand-eye coordination).</p>	<p><u>Athletics</u> Complete a basic relay race with adult support</p> <p><u>Dance</u> Make big clear actions and move in relation to the music</p>	<p><u>Indoor Relay Races</u> Take part in practice races for Sports Day</p>
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<b>Personal Social and Emotional Development</b>	<p><u>Self Regulation</u> Learn about their own feelings</p>	<p><u>Self Regulation</u> Learn how to consider the feelings of others and adjust their behaviour to a range of situations</p>	<p><u>Self Regulation</u> Learn how to focus to the teacher for increasing periods of time</p>	<p><u>Self Regulation</u> Learn how to identify their own feelings and those of others Learn how to regulate their behaviour</p>	<p><u>Self Regulation</u> Set a target and reflect on their progress Learn a range of strategies to manage emotions</p>	<p><u>Self Regulation</u> Give focused attention to the teacher and take account of others ideas whilst engaged in an activity</p>
	<p><u>Managing Self</u> Manage their own needs Learn how to see themselves as valuable individuals</p>	<p><u>Managing Self</u> Explain the need for class rules and be confident to try new activities</p>	<p><u>Managing Self</u> Learn how to show resilience when facing a challenge</p>	<p><u>Managing Self</u> Learn about the importance of a healthy diet</p>	<p><u>Managing Self</u> Learn about independence and perseverance in the face of a challenge</p>	<p><u>Managing Self</u> Talk about ways to keep safe</p>
	<p><u>Building Relationships</u> Enjoy the company of other children and seek support Learn about members of the community who help us</p>	<p><u>Building Relationships</u> Learn how to develop new friendships and positive relationships</p>	<p><u>Building Relationships</u> Learn how to work as group and use taught strategies to support turn taking</p>	<p><u>Building Relationships</u> Learn to Listen to the perspective of others when engaged in work and play</p>	<p><u>Building Relationships</u> Learn how to work as a group showing sensitivity towards other needs</p>	<p><u>Building Relationships</u> Show confidence when communicating with adults around the school</p>

NCETM maths for mastery sessions

<b>Maths</b>	<b>Mastering Number</b> Counting Cardinality 1:1 Correspondence Measures	<b>Mastering Number</b> Composition of Number Shapes Time	<b>Mastering Number</b> Number facts within 5 and 10 Equal and Unequal Measures	<b>Mastering Number</b> Odd and Even 3D Shapes Patterns Writing and Reading Number sentences	<b>Mastering Number</b> Doubles Number Facts within 10 Spatial Reasoning	<b>Mastering Number</b> Review Grouping Patterns
<b>Understanding the World</b>	<u>The Natural World</u> Describe and explore their immediate environment Learn about position and use basic locational vocabulary	<u>The Natural World</u> Recognise that some environments are different to the one they live in Observe changes in weather, environment and daylight hours	<u>The Natural World</u> Learn about changes in matter and explore a range of materials Explore and observe shadows Talk about the features on a map	<u>The Natural World</u> Explore and observe the natural world Observe the effect of changing seasons on natural world Learn that animals are different and live in different places	<u>The Natural World</u> Learn there are some similarities and differences between their natural world and contrasting environments	<u>The Natural World</u> Investigate forces through play and talk, using their senses Explore travel and movement Create a simple map

<b>Expressive Arts and Design</b>	<u>Past and Present</u> Explain their life story Learn about the lives and roles of adults in the community	<u>Past and Present</u> Learn about the past through stories/rhymes/songs Learn about different clothes for different times of the year	<u>Past and Present</u> Learn about figures from the past	<u>Past and Present</u> Learn, discuss and compare celebrations in their recent past		<u>Past and Present</u> Learn and discuss similarities and differences between the past and now drawing upon experiences Learn about figures from the past
	<u>People and Communities</u> Talk about people who are familiar to them Respond to questions about what different communities do	<u>People and Communities</u> Understand about celebrations in the UK and around the world Learn about different beliefs and that some places are special to members of the community and people celebrate in different ways	<u>People and Communities</u> Learn what Lunar New Year is and how/where it is celebrated	<u>People and Communities</u> Learn that Christians celebrate Easter, Muslims celebrate Eid and where they are celebrated Make connections between different beliefs and understand different perspectives	<u>People and Communities</u> Learn about similarities and differences between life in this country and others	
<b>Expressive Arts and Design</b>						

<p>There are specific focus activities linked to the topics but experimental painting, sticking, drawing, role play and responding to music are available during freeplay on a daily basis</p>	<p>Learn how to create simple representations of people Use colours for purpose</p>	<p>Safely use and explore a range of materials, tools and techniques (Kapow Junk modelling project) Use pastels and collage to respond creatively to experiences</p>	<p>Experiment with different mark making tools Expand upon different techniques for joining Explore and manipulate materials through threading/weaving and sewing (Kapow Bookmark project)</p>	<p>Share creations and talk about the process Create observational drawings Explore patterns when creating (Kapow seasonal project Easter Eggs)</p>	<p>Explore different artistic effects to express their ideas Know about primary colours and explore colour mixing Use more details when drawing people and objects</p>	<p>Plan, adapt, share and evaluate creations (Kapow Project Boats)</p>
	<p><u>Music sessions</u> Participate in Action songs; Learn simple songs and chants with accurate rhythm and some pitch accuracy</p>	<p><u>Music sessions</u> Show the beat with physical gestures; transfer the beat to untuned percussion; practice starting and stopping</p>	<p><u>Music sessions</u> Show strong/ weak iterations of the beat by alternating two physical gestures: tap+clap Start to sing while keeping a beat on untuned percussion</p>	<p><u>Music sessions</u> Copy and invent simple rhythmic motifs; Move to music in simple and compound time signatures</p>	<p><u>Music sessions</u> Develop active listening skills by recognising learned songs from picture cues or clapped rhythms; examine musical concepts of low/high and loud/quiet.</p>	<p><u>Music sessions</u> Develop control of hand held percussion instruments; control the sound of beater-struck instruments; create a sequence of sounds; layer or combine two or more sounds.</p>
<p><b>Computing</b></p>	<p>Through play and discussion, children will be provided with a range of experiences 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. Children will also 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. In Reception children will begin to learn some of the lessons of each 'Digital Citizen'.</p>					
	<p><u>Digital Literacy - Online Safety</u> To create rules for using technology responsibly To be aware that we need passwords to protect our work and will use them with an adult (PSED / CLL)</p>	<p><u>Digital Literacy</u> To recognise technology that is used at home and in school. Understand what a computer is and the different uses of computers (KUW)</p>	<p><u>IT- Digital Media</u> Take a photo and observe ways to improve it Use technology to listen to different sounds, music and audio books (Press play, pause and stop) (CLL/KUW/EAD)</p>	<p><u>IT- Data</u> Use technology to organise objects into groups (pictogram Interpret greater or less from looking at pictograms</p>	<p><u>Computer Science- Coding</u> Understand that instructions need to go in the correct order. Plan, follow and complete a simple program on a computer or floor robot. Create and read an algorithm Give commands/instructions when using simple software/hardware</p>	