

St. Peter's C of E Primary AcademyEYFS Curriculum Plan**Curriculum Intent**

We recognise the important role that Early Year's education has in providing firm foundations upon which the rest of a child's education is successfully based, as such we aim for learning to be rich in wonder with memorable experiences. Our Early Years Foundation Stage Curriculum is designed to promote and encourage all children to be confident, inquisitive, articulate, independent and happy learners. We recognise that children begin their learning journey at St Peter's at different starting points, depending upon their experiences prior to entering Reception. As such, we focus on making a difference, and ensuring all children can develop as successful learners, whatever their starting point, by creating a holistic and inclusive curriculum. We ensure that all children's individual needs are met through careful planning and assessment, identifying, and addressing any needs, and implementing appropriate early targeted provision.

We place great value on the development of children as individuals and providing them with the skills, knowledge and understanding they need to prepare them for the challenges in Key Stage One and beyond. Our aim in the EYFS is to build strong foundations rooted in communication and language skills, building on and expanding the children's vocabulary through the exposure to books, experiences and personal interactions. Alongside this we also aim to develop the children's personal, social and emotional development as well as the children's academic skills which will enable them to become successful and conscientious members of society. We understand that play is an integral part of learning and this is at the heart of our Early Years curriculum. We believe that the correct balance of adult directed and uninterrupted child initiated play ensures the best outcomes for pupils.

We offer a curriculum rich in wonder and memorable experiences which include trips, visitors from the community and Forest School. We work hard to provide a stimulating environment that provides exciting opportunities, promotes curiosity, challenge, exploration, adventure and a real love of learning.

We are committed to the principles of the Statutory Framework for Early Years Foundation Stage (EYFS), which sets the national standards for the learning, development, and care of children up to five years old. These principles underpin our curriculum, so that children have the opportunity to develop across all areas of learning. We aim for children to develop a secure knowledge base in the seven areas of learning, which follows a clear

pathway of progression as they advance through the EYFS curriculum, and onto the Year One curriculum. Throughout their time with us children are also supported and encouraged to develop their characteristics of effective learning.

We build warm and positive relationships with the children, ensure consistent routines, and build strong relationships with parents. We believe that parents are the child's first Educator. We value the important role they play in their children's development by inviting them to be involved in our learning experiences.

Implementation

Our curriculum is planned and implemented using a thematic based approach which provides relevant and interesting experiences and opportunities for the children. Our pupils learn through child-initiated, adult-directed activities and direct teaching. The timetable is carefully structured so that in Reception, children have daily direct teaching in Literacy, Maths and phonics. These sessions are followed by group work where children work with a member of staff to develop the skills and knowledge being taught. This focused group time allows the teacher to practise the skills directly with the children, check for understanding and respond to misconceptions quickly. There are daily sessions to focus on the Knowledge and Understanding of the World, Expressive Arts and Design, Physical Development and Personal, Social and Emotional Development. These sessions are followed up during small group adult led tasks, or during continuous provision where children can practise and apply skills in play.

Children are provided with sustained periods of time to engage in continuous provision through a variety of experiences carefully planned to engage and challenge them. The curriculum is designed for the inside and outside classrooms and equal importance is given to learning in both areas. Experiences are cross-curricular, to enable all aspects of the children's development including the Characteristics of Effective Teaching and Learning. We hold children's interests and fascinations in high regard and during this time, children have the freedom to follow interests and create their own mini projects. During continuous provision, adults are committed to supporting children in play, working together to contribute ideas and coming to conclusions together. We enable children to learn to be more curious and find their own solutions, while learning about each child's understanding and knowledge. This sustained, shared thinking allows us to meet the needs and interest of all children and move learning forward through challenging their thinking. Developing communication and language skills underpins everything that we do so adults spend lots of time deep in conversation with children.

Reading is at the heart of our curriculum. Children follow the rigorous and highly successful Read, Write Inc program faithfully so that they meet good outcomes for reading. Multiple high quality texts are chosen to support topics and daily story times promote a love of reading.

We are committed to ensuring our curriculum meets the needs of the children. Through ongoing assessment we are able to see which children are engaged in their learning, meeting expectations and making progress. Staff spend time evaluating how children are learning through talking to the children, working with them and during play. The EYFS team meet for regular meetings to discuss children's development, paying particular attention to children who are not meeting the expected level of development. A discussion will then follow about what we know about the individual child and discuss interventions, scaffolds and strategies to support the child.

Impact

Our curriculum meets the needs of our children, including our disadvantaged pupils and those with SEND. We spend time looking at and evaluating how children are learning. This is achieved through talking to children, looking at their work, observing their learning experiences and analysing data and progress. Members of staff use ongoing observational assessment to identify children's starting points and plan experiences which ensure progress and some summative assessments such as termly phonics and maths assessments to track progress. We use this information on a weekly basis to plan learning experiences and next steps so that knowledge and skills are built cumulatively. During each assessment window, three times a year, the children are assessed against checkpoints and judged to be 'on track' or 'not on track'. Children deemed 'not on track' will receive targeted intervention. Our assessment judgements are moderated both within school and externally with LAAT schools in our area. At pupil progress meetings and through ongoing professional dialogue we discuss progress and achievement of all pupils and put targeted interventions in place if needed.

The impact of our curriculum will also be measured by how effectively it helps our pupils develop into well rounded individuals who carry with them the knowledge, independence and communication skills which will make them lifelong learners and successful citizens. We endeavour for pupils to be ready for Year 1 and be confident to continue their learning journey.

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Ourselves		Our Community		Our World	
General Themes (These themes may be adapted at various points to allow for children's interests)	Me My Body My Family My Home My School	My Senses Autumn Celebrations	Winter People Who Help Us Chinese New Year Our Town Transport	Spring Farms Holy Week	Growing Minibeasts Jungles	Summer Looking After our World London Holidays
Possible Books	Marvellous Me Funnybones The Great, Big Book of Families The Three Little Pigs	Goodbye Summer, Hello Autumn Stickman Jolly Christmas Postman The Gingerbread Man	Winter Sleep Real Life Superheroes Our Town One Hundred Decker Bus	Busy Spring: Nature Wakes Up Farmer Duck The Easter Story	Jack and the Beanstalk Mad about Minibeasts The Hungry Caterpillar Walking in the Jungle	What the Ladybird Heard at the Seaside London Dear Earth
Cultural Capital (budget dependent)	Library visit Visitor - School Nurse Harvest Festival Visitor - Fire Brigade (Firework safety)	Pantomime Library visit	Visit beach in the Winter Visit from Police Visit from Firefighters Visit from Paramedic Local Artist Workshop	Local Spring Walk Visit Farm	Animals to visit school - snake, spider etc.	Visit beach in Summer RNLI - beach safety
British Values	The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are implicitly embedded in the Early Years Foundation Stage.					
Additional Opportunities	Diwali	Remembrance Day Bonfire Night Christmas	Chinese New Year Shrove Tuesday	Mother's Day Holi Easter Eid il Fitr		Father's Day

Characteristics of Effective Teaching and Learning

The characteristics of effective learning describe factors that play a central role in a child's learning and in becoming an effective learner. They are vital elements of support for the transition process from EYFS to year 1. The characteristics of effective learning run through and underpin all 7 areas of learning and development. They represent processes rather than outcomes.

Playing and Exploring	Active Learning	Creating and Thinking Critically
<ul style="list-style-type: none"> • Realise that their actions have an effect on the world, so they want to keep repeating them. • Reach for and accept objects. Make choices and explore different resources and materials. • Plan and think ahead about how they will explore or play with objects. • Guide their own thinking and actions by talking to themselves while playing. • Make independent choices. Do things independently that they have been previously taught. • Bring their own interests and fascinations into early years settings. This helps them to develop their learning. • Respond to new experiences that you bring to their attention. 	<ul style="list-style-type: none"> • Participate in routines, such as going to their cot or mat when they want to sleep. Begin to predict sequences because they know routines. • Show goal-directed behaviour. • Use a range of strategies to reach a goal they have set themselves. • Begin to correct their mistakes themselves. • Keep on trying when things are difficult. 	<ul style="list-style-type: none"> • Take part in simple pretend play. • Sort materials. • Review their progress as they try to achieve a goal. Check how well they are doing. • Solve real problems. • Use pretend play to think beyond the 'here and now' and to understand another perspective. • Know more, so feel confident about coming up with their own ideas. Make more links between those ideas. • Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.

Prime Areas

Communication, Language and Literacy

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

ELG's							
Listening, Attention and Understanding				Speaking			
<ul style="list-style-type: none"> • 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. 				<ul style="list-style-type: none"> • 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. 			
Communication and Language Development Matters (3-4 years) (Reception)	Listening Attention and Understanding	•Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".	•Enjoy listening to longer stories and can remember much of what happens.		•Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.		
		•Enjoy listening to longer stories and can remember much of what happens.	•Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".				
Note: These statements have been split for extra focus but, as with the statements below, will apply on an ongoing basis throughout the reception year through direct teaching, daily routines, and continuous provision.							

<p>Listening, Attention and Understanding Objectives - daily from September</p>		<ul style="list-style-type: none"> •Listen carefully to rhymes and songs, paying attention to how they sound. •Learn rhymes, poems, and songs. •Learn new vocabulary. •Engage in story times. 					
	<p>Speaking</p>	<ul style="list-style-type: none"> •Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. •Use longer sentences of four to six words. •Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. •Develop social phrases. 	<ul style="list-style-type: none"> •Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." •Use longer sentences of four to six words. •Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. •Can start a conversation with an adult or a friend and continue it for many turns. •Connect one idea or action to another using a range of connectives. •Describe events in some detail. 	<ul style="list-style-type: none"> •Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. •Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. •Ask questions to find out more and to check they understand what has been said to them. 	<ul style="list-style-type: none"> •Ask questions to find out more and to check they understand what has been said to them. •Articulate their ideas and thoughts in well-formed sentences. •Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. 	<ul style="list-style-type: none"> •Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. •Articulate their ideas and thoughts in well-formed sentences. 	<ul style="list-style-type: none"> •Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. •Articulate their ideas and thoughts in well-formed sentences.

Note: These statements have been split for extra focus but, as with the statements below, will apply on an ongoing basis throughout the reception year through direct teaching, daily routines, and continuous provision.

Speaking Objectives - daily from September	<ul style="list-style-type: none"> • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Use new vocabulary in different contexts. • Use new vocabulary through the day. • Engage in non-fiction books. • Sing a large repertoire of songs.
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In EYFS we support children's communication and language development by:

Communication and Language is at the heart of everything we do. It is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions and interventions.

PSED

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

ELG's

Building Relationships	Managing Self	Self-Regulation
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

PSED Development Matters (3-4 years) (Reception)	Building Relationships	<ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community. • Show more confidence in new social situations • Begin to understand how others might be feeling. • Become more outgoing with 	<ul style="list-style-type: none"> • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Play with one or more other children, extending and elaborating play ideas. 	<ul style="list-style-type: none"> • Talk with others to solve conflicts 	<ul style="list-style-type: none"> • Build constructive and respectful relationships. • Think about the perspectives of others 	<ul style="list-style-type: none"> • Build constructive and respectful relationships. • Think about the perspectives of others 	<ul style="list-style-type: none"> • Build constructive and respectful relationships. • Think about the perspectives of others
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		unfamiliar people, in the safe context of their setting.					
	Managing Self	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. 	<ul style="list-style-type: none"> • Increasingly follow rules, understanding why they are important. • Manage their own needs 	<ul style="list-style-type: none"> • Does not always need an adult to remind them of a rule. • Manage their own needs. 	<ul style="list-style-type: none"> • Show resilience and perseverance in the face of challenge. • Manage their own needs. 	<ul style="list-style-type: none"> • Show resilience and perseverance in the face of challenge. 	<ul style="list-style-type: none"> • Show resilience and perseverance in the face of challenge.
	(Physical Development Statements for Health and Self Care linked to Managing Self)	<ul style="list-style-type: none"> • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. (DM 3/4) • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. (DM3/4) • Make healthy choices about food, drink, activity and toothbrushing. (DM3/4) 	<ul style="list-style-type: none"> • Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> - lining up and queuing - mealtimes - personal hygiene. (DM Rec) 		<ul style="list-style-type: none"> • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian (DM rec) 		<ul style="list-style-type: none"> • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian (DM rec)
	Self-Regulation	<ul style="list-style-type: none"> •Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. 	<ul style="list-style-type: none"> •Develop appropriate ways of being assertive. 	<ul style="list-style-type: none"> •Express their feelings and consider the feelings of others. 	<ul style="list-style-type: none"> •Identify and moderate their own feelings socially and emotionally. •See themselves as a valuable individual 	<ul style="list-style-type: none"> •See themselves as a valuable individual •Express their feelings and consider the feelings of others. •Identify and moderate their own feelings socially and emotionally. 	<ul style="list-style-type: none"> •See themselves as a valuable individual •Express their feelings and consider the feelings of others. •Identify and moderate their own feelings socially and emotionally.

						feelings socially and emotionally.	
Jigsaw Unit	<p>Being Me in My World</p> <ul style="list-style-type: none"> • I understand how it feels to belong and that we are similar and different • I can start to recognise and manage my feelings • I enjoy working with others to make school a good place to be • I understand why it is good to be kind and use gentle hands • I am starting to understand children's rights and this means we should all be allowed to learn and play • I am learning what being responsible means. 	<p>Celebrating Difference</p> <ul style="list-style-type: none"> • I can identify something I am good at and understand everyone is good at different things • I understand that being different makes us all special • I know we are all different but the same in some ways • I can tell you why I think my home is special to me • I can tell you how to be a kind friend • I know which words to use to stand up for myself when someone says or does something unkind. 	<p>Dreams and Goals</p> <ul style="list-style-type: none"> • I understand that if I persevere I can tackle challenges • I can tell you about a time I didn't give up until I achieved my goal • I can set a goal and work towards it • I can use kind words to encourage people • I understand the link between what I learn now and the job I might like to do when I'm older • I can say how I feel when I achieve a goal and know what it means to feel proud. 	<p>Healthy Me</p> <ul style="list-style-type: none"> • I understand that I need to exercise to keep my body healthy • I understand how moving and resting are good for my body • I know which foods are healthy and not so healthy and can make healthy eating choices • I know how to help myself go to sleep and understand why sleep is good for me • I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet • I know what a stranger is and how to stay safe if a stranger approaches me. 	<p>Relationships</p> <ul style="list-style-type: none"> • I can identify some of the jobs I do in my family and how I feel like I belong • I know how to make friends to stop myself from feeling lonely • I can think of ways to solve problems and stay friends • I am starting to understand the impact of unkind words • I can use Calm Me time to manage my feelings • I know how to be a good friend. 	<p>Changing Me</p> <ul style="list-style-type: none"> • I can name parts of the body • I can tell you some things I can do and foods I can eat to be healthy • I understand that we all grow from babies to adults • I can express how I feel about moving to Year 1 • I can talk about my worries and/or the things I am looking forward to about being in Year 1 • I can share my memories of the best bits of this year in Reception. 	

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.

ELG's

Gross Motor Skills

- 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

- 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, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

<p>Physical Development Development Matters</p> <p>(3-4 years) (Reception)</p>	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> •Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. •Use large-muscle movements to wave flags and streamers, paint and make marks. •Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. 	<ul style="list-style-type: none"> •Go up steps and stairs, or climb up apparatus, using alternate feet. •Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. •Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. •Skip, hop, stand on one leg and hold a pose for a game like musical statues. •Start taking part in some group activities which they make up for themselves, or in teams. •Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks 	<ul style="list-style-type: none"> •Revise and refine the fundamental movement skills they have already acquired: -rolling - crawling -walking -jumping -running -hopping - skipping -climbing •Progress towards a more fluent style of moving, with developing control and grace. •Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. •Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. 	<ul style="list-style-type: none"> •Develop overall body strength, balance, co-ordination and agility. •Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. •Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. 	<ul style="list-style-type: none"> •Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. •Combine different movements with ease and fluency. •Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. 	<ul style="list-style-type: none"> •Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. •Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
	<p>Fine Motor Skills</p> <ul style="list-style-type: none"> •Use one-handed tools and equipment, for example, making snips in paper with scissors. •Start to eat independently and learning how to use a knife and fork. •Show a preference for a dominant hand 	<ul style="list-style-type: none"> •Use a comfortable grip with good control when holding pens and pencils. •Develop their small motor skills so that they can use a range of tools competently, safely and confidently. 	<ul style="list-style-type: none"> •Develop their small motor skills so that they can use a range of tools competently, safely and confidently. •Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. 	<ul style="list-style-type: none"> •Develop their small motor skills so that they can use a range of tools competently, safely and confidently. •Suggested tools: pencils for drawing and writing, paintbrushes, 	<ul style="list-style-type: none"> •Develop the foundations of a handwriting style which is fast, accurate and efficient. 	<ul style="list-style-type: none"> •Develop the foundations of a handwriting style which is fast, accurate and efficient.

		•Develop their small motor skills so that they can use a range of tools competently, safely and confidently.	•Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.		scissors, knives, forks and spoons.		
PE Focus Trin PE Coaches		Locomotor Games	Stability Games	Object Control	Target Games	Locomotor Games	Sports Day Games

In EYFS we support children's physical development by:

Twice daily Corefulness. The Corefulness motor skills programme will be done daily to help children to have a greater self-awareness of their body and brain which has a direct effect on their learning capabilities. It is delivered online via videos provided by Corefulness (www.corefulness.com) for 3 mins in the morning, 3 mins in the afternoon. The programme helps to strengthen muscles, develops proprioceptive and vestibular senses and any retained reflexes. It is important to acknowledge the importance of gross motor skill development before children can be expected to write.

The children will have daily access to indoor and outdoor continuous provision where they will be able to access activities to develop their fine and gross motor skills, in addition to a weekly PE session for the direct teaching of skills (see above).

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).

ELG's

Comprehension	Word Reading	Writing
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

Phonics		Phase 1 embedded throughout the year					
Read Write Inc. Programme		Set 1 a	Set 1 b/c	Ditties	Red	Green	Green
<p>Literacy</p> <p>Development Matters</p> <p>(3-4 years)</p> <p>(Reception)</p>	<p>Word Reading</p>	<ul style="list-style-type: none"> Understand the five key concepts about print: <ul style="list-style-type: none"> print has meaning - the names of the different parts of a book print can have different purposes - page sequencing we read English text from left to right and from top to bottom Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in a word recognise words with the same initial /f/sound, such as money and mother Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. 	<ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme. 	<ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme. Read some letter groups that each represent one sound and say sounds for them. 	<ul style="list-style-type: none"> Read a few common exception words matched to the school's phonic programme. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 	<ul style="list-style-type: none"> Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Re-read what they have written to check that it makes sense. 	<ul style="list-style-type: none"> Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Re-read what they have written to check that it makes sense. Form lower-case and capital letters correctly.

Writing	<ul style="list-style-type: none"> • Write some or all of their name. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. • Write some letters accurately. 	<ul style="list-style-type: none"> • Write some or all of their name. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. • Write some letters accurately. • Spell words by identifying the sounds and then writing the sound with letter/s. 	<ul style="list-style-type: none"> • Spell words by identifying the sounds and then writing the sound with letter/s. • Form lower-case and capital letters correctly. 	<ul style="list-style-type: none"> • Spell words by identifying the sounds and then writing the sound with letter/s. • Form lower-case and capital letters correctly. 	<ul style="list-style-type: none"> • Spell words by identifying the sounds and then writing the sound with letter/s. • Form lower-case and capital letters correctly. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. 	<ul style="list-style-type: none"> • Spell words by identifying the sounds and then writing the sound with letter/s. • Form lower-case and capital letters correctly. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. 	
Comprehension	<p>Comprehension is woven through listening, understanding spoken language, and understanding what is read.</p> <ul style="list-style-type: none"> • Engage in story times. (CL) • Listen carefully to rhymes and songs, paying attention to how they sound. (CL) • Learn new vocabulary. (CL) • Learn rhymes, poems and songs. (CL) 	<ul style="list-style-type: none"> • Listen to and talk about stories to build familiarity and understanding. (CL) 	<ul style="list-style-type: none"> • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.(CL) • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and 	<ul style="list-style-type: none"> • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.(CL) • Retell the story, once they have developed a deep familiarity with the text; some as exact 	<ul style="list-style-type: none"> • Compare and contrast characters from stories, including figures from the past. (UW) 	<ul style="list-style-type: none"> • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. (CL) • Compare and contrast characters from stories, including figures 	

				some in their own words. (CL)	repetition and some in their own words. (CL)		from the past. (UW)
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In the EYFS we support children's reading development by:

Daily self-registration, talking with each other, matching games and activities, sharing a **minimum of 2 stories** and talking about them every day, acting stories out in role play and small world games, puppets and toys related to stories, using words and symbols in our environment and talking about signs and symbols children see in the environment, a wide range of books available in continuous provision, daily phonics sessions, whole class and small group reading activities, sending reading books/words home to practise, literacy lessons, opportunities to practise reading skills through continuous provision on a daily basis.

In the EYFS we support children's writing development by:

Strengthening our arms and shoulders through climbing, digging, dancing and lots of other activities, developing our 'fine' motor skills (using fingers) through weaving, threading, manipulating playdoh, using tools such as scissors, planned movement activities to develop muscle tone and vocabulary needed for writing (straight, curved, top, bottom, left, right, loops, circles etc), activities to develop the control and pressure needed to use a pencil or pen, practising writing letters using correct formation, planned phonics activities in groups to develop careful listening, awareness of rhyme and alliteration, letter recognition, identifying the sounds in words (segmenting), putting letters together to form words (blending), and writing practise, planned writing activities as a whole class and in groups covering sentence writing, different kinds of writing (labels, lists, invitations, instructions, stories etc), opportunities to practise writing skills through continuous provision on a daily basis.

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.

ELG's

Number

• Have a deep understanding of number to 10 including the composition of each number.

Numerical Patterns

• Verbally count beyond 20, recognising the pattern of the counting system.

<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
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<p>Maths</p> <p>LAAT Maths Curriculum</p>	<ul style="list-style-type: none"> -Pattern -Number Counting -Number Comparison (objects) -Number Comparison (numbers) -Number Cardinality -Number Composition 	<ul style="list-style-type: none"> -Number Composition -Shape -Spatial Awareness -Number Counting -Number Comparison -Measure Size and Length 	<ul style="list-style-type: none"> -Number Counting -Number Counting -Number Comparison -Measure Time -Number Composition -Number Composition - 	<ul style="list-style-type: none"> -Pattern -Pattern -Shape -Spatial Awareness -Measure Size and Weight -Number Counting 	<ul style="list-style-type: none"> -Number Comparison -Number Comparison -Number Composition -Number Composition -Measure Capacity 	<ul style="list-style-type: none"> -Number Composition -Number Composition -Number Composition -Number Composition -Shape and Spatial Awareness -Pattern
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In EYFS we support children's mathematical development by:

Daily register, counting the number of children, sharing at fruit time, day/date, phonics count, sorting and classifying, ordinality, vote board, number wall, how many here/absent, counting forwards/backwards, Dinner hall - language related to cutting into half etc., times/routines of the day, references to the clock, birthdays, age, height.

Further opportunities will be explored as the opportunity arises.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

ELG's

People, Culture and Communities	The Natural World	Past and Present
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

		Ourselves		Our Community		Our World	
		Me My Body My Family My Home My School	My Senses Autumn Celebrations	Winter People Who Help Us Chinese New Year Our Town Transport	Spring Farms Holy Week	Growing Minibeasts Jungles	Summer Looking After our World London Holidays
Understanding the World Development Matters (3-4 years) (Reception) <i>NC links - Science, History, Geography</i>	People, Culture and Communities	<ul style="list-style-type: none"> •Talk about members of their immediate family and community. •Name and describe people who are familiar to them. 	<ul style="list-style-type: none"> •Continue to develop positive attitudes about the attitudes between people. •Recognise that people have different beliefs and celebrate special times in different ways. •Understand that some places are special to members of their community. 	Shows interest in different occupations. <ul style="list-style-type: none"> •Recognise some similarities and differences between life in this country and life in other countries. 			<ul style="list-style-type: none"> •Recognise some similarities and differences between life in this country and life in other countries.
	The Natural World	<ul style="list-style-type: none"> •Use all of their senses in hands on exploration of natural materials. •Describe what they see, hear and feel whilst outside. 	<ul style="list-style-type: none"> •Describe what they see, hear and feel whilst outside. 	<ul style="list-style-type: none"> •Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. •Talk about the differences between materials and changes they notice. -Draw information from a simple map. 	<ul style="list-style-type: none"> •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 all living things. •Explore the natural world around them. 	<ul style="list-style-type: none"> •Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. •Recognise some similarities and differences between life in this country and life in other countries. 	<ul style="list-style-type: none"> •Recognise some environments that are different to the one in which they live. •Explore the natural world around them. -Draw information from a simple map.

	Past and Present	•Begin to make sense of their own life-story and family's history.		•Compare and contrast characters from stories, including figures from the past.			•Comment on images of familiar situations in the past.
Scientific Enquiry			Materials	Changes of State	Plants	Life Cycles	Floating and sinking
Ongoing throughout the year		<ul style="list-style-type: none"> •Understand the effect of changing seasons on the natural world around them. •Describe what they see, hear and feel whilst outside. 					
Expressive Arts and Design							
The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.							
ELG's							
Creating with Materials				Being Imaginative and Expressive			
<ul style="list-style-type: none"> • 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. 				<ul style="list-style-type: none"> • 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. 			
Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> •Explore different materials freely, in order to develop their ideas about how to use them and what to make. •Take part in simple pretend play, using an object to represent something else even though they are not 	<ul style="list-style-type: none"> •Join different materials and explore different textures. •Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. 	<ul style="list-style-type: none"> •Develop their own ideas and then decide which materials to use to express them. •Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. •Show different emotions in their drawings and 	<ul style="list-style-type: none"> •Explore, use and refine a variety of artistic effects to express their ideas and feelings. 	<ul style="list-style-type: none"> •Return to and build on their previous learning, refining ideas and developing their ability to represent them. 	<ul style="list-style-type: none"> •Create collaboratively sharing ideas, resources and skills.
Development Matters (3-4 years) (Reception)							

<p>NC links Art Design Technology</p>		<p>similar.</p> <ul style="list-style-type: none"> •Create closed shapes with continuous lines, and begin to use these shapes to represent objects. •Draw with increasing complexity and detail, such as representing a face with a circle and including details. •Use drawing to represent ideas like movement or loud noises. •Explore colour and colour-mixing. 	<ul style="list-style-type: none"> •Explore colour and colour-mixing. 	<p>paintings, like happiness, sadness, fear etc.</p> <ul style="list-style-type: none"> •Explore colour and colour-mixing. 				
	<p>Art (SPPA Art and Design and DT LTP)</p>	<p>Please note: this curriculum map demonstrates the planned learning opportunities that relate to this subject - it is understood that the nature of Early Years provision means that spontaneous subject -specific learning opportunities will also present themselves and will be exploited and developed as they arise.</p>						
	<p>Drawing</p> <ul style="list-style-type: none"> -Make marks using a range of media (pencils, chalk, charcoal etc.) -Investigate different lines. -Create simple drawings from observations. 	<p>DT - Natural People</p> <p>Create their own natural doll like 'Stickman'.</p>	<p>Painting</p> <ul style="list-style-type: none"> -Use the senses to explore a range of painting materials, e.g. thick, thin, ready mix, powder finger paints etc. -Use everyday objects to make marks in paint, e.g. cotton reels, sticks, wheels on cars etc. -Experimenting with and using primary colours. -Exploring mixing primary colours to create secondary colours. 	<p>DT - Springtime Bug Hotel</p> <p>Can you create a bug hotel out of recycled items.</p>	<p>Sculpture</p> <ul style="list-style-type: none"> -Explore a range of malleable materials to make models or pictures using - playdough, plasticine, clay, salt dough, cooking materials. 	<p>DT - Scare the Birds</p> <p>Can you manufacture a bird scarer to protect our seeds?</p>		

				-Begin to talk about what happens when colours are mixed together.			
	Being Imaginative and Expressive	•Listen with increased attention to sounds.	•Remember and sing entire songs.	•Create their own songs, or improvise a song around one they know.	•Listen attentively, move to and talk about music, expressing their feelings and responses. •Develop storylines in their pretend play.	•Sing in a group or on their own, increasingly matching the pitch and following the melody.	•Watch and talk about dance and performance art, expressing their feelings and responses. •Explore and engage in music making and dance, performing solo or in groups
RE							
RE is taught as part of our Understanding of the World and PSED within EYFS and is also taught discreetly each week. We follow the Lincolnshire Locally Agreed Syllabus for RE.							
RE (see RE plans)	What makes me special?	Who is special to different people?	Which stories are special to different people?	How do different people celebrate their special times?	What places are special to different people?	If the world is special, how should we treat it?	

