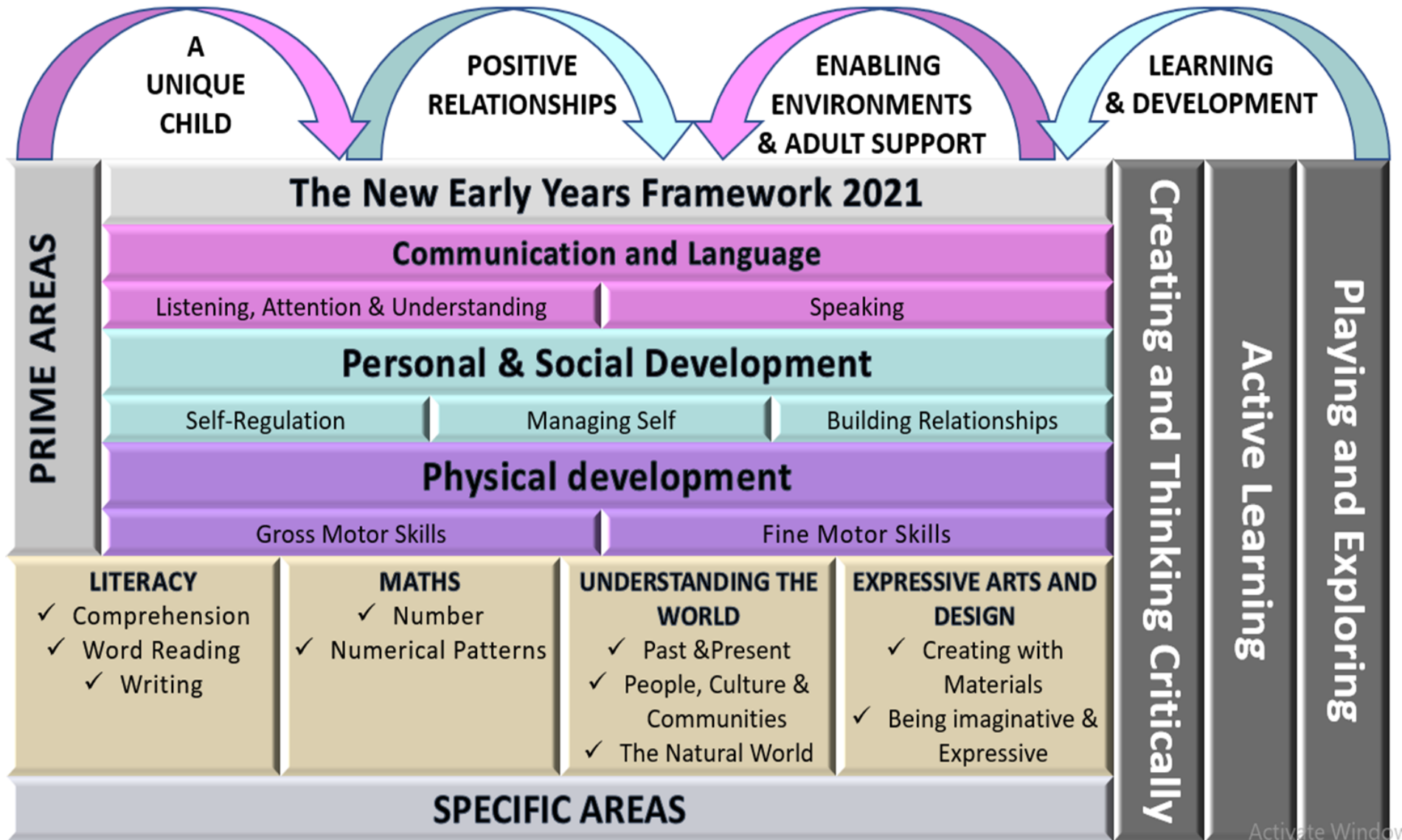




# EYFS Curriculum 2023-24







## Curriculum Intent

- Our EYFS curriculum has been devised to consider the **individual needs, interests and development of every child**.
- The focus of the EYFS curriculum is to close the **experience and language gap** in our young children, ensuring a priority is given to **early language development and extending vocabulary**.
- The EYFS curriculum is designed to ensure a strong foundation for all children in the **prime areas of learning**, with **communication and language** at the heart of all planning and provision.
- As children move through our EYFS, there will be an increased focus on the **specific areas of learning** with a clear progression into the Key Stage 1 curriculum.
- All practitioners reflect on the **characteristics of effective teaching and learning** when planning what our children will learn and how they will be supported to make progress.

## Implementation

- A thorough **baseline** is made for all children in EYFS so the curriculum can build on **individual starting points** effectively and ensure accelerated progress for all.
- A range of **non-statutory** guidance is used to support the progression and curriculum plans for children. These include **Development Matters, Birth to Five Matters and Focus curriculum publications**.
- **Child led** and **'In the moment'** planning ensures children's interests and voice underpins the EYFS curriculum.
- **Parents** contribute to our EYFS curriculum by supporting assessments of children throughout the year and discussing progression.
- Children will learn through **play** and activities led by themselves and guided by practitioners in EYFS through **high quality interactions** and conversations.
- As children move through our EYFS, there will be an increased focus on the **specific areas of learning**, ensuring a **broad range of learning experiences** and key **knowledge and vocabulary** is taught.
- Children who have been identified as having possible **SEND** needs or those who are identified as not progressing are identified and staff discuss this with parents/ SENDco/ other agencies where appropriate.
- **Whole school progression** maps and long term overviews are in place and referred to in EYFS planning meetings to ensure children are being supported towards achieving **Early Learning Goals** and are **prepared to access KS1 curriculum**.

## Impact

The impact of the EYFS curriculum is evident through:

- **Accelerated progress** for all children from individual starting points at baseline. **Learning barriers identified** and prioritised.
- A **strong parent partnership**- High levels of parent engagement and highly motivated children who access learning through **purposeful play**.
- A **secure foundation** for all children in the prime areas of learning and specific areas of learning, closing any identified language and experience gap. Learners are supported to access the next stage of their education.
- All children have **equality of opportunity** through careful planning and support to ensure all children are included.

## Overarching Principles (EYFS Framework 2023)

**Unique Child:** Every child is unique and has the potential to be resilient, capable, confident and self-assured.

**Positive Relationships:** Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum.

**Enabling environments:** Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

**Learning and Development:** Children develop and learn at different rates, we know the importance in knowing our children well and being aware of children who need greater support than others.

## Characteristics of Effective Teaching and Learning (EYFS Framework 2023)

**Playing and exploring:** - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

**Active learning:** - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

**Creating and thinking critically:** - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

## EYFS Areas of Learning

<b>Communication and Language</b>	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s <b>back-and-forth interactions</b> from an early age form the foundations for language and cognitive development. The number and <b>quality of the conversations</b> they have with adults and peers throughout the day in a <b>language-rich environment</b> 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. <b>Reading</b> 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 <b>modelling</b> from their teacher, and sensitive <b>questioning</b> that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>
<b>Personal, Social and Emotional Development</b>	<p>Children’s personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives and</b> is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b>. Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b>. Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b>, 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 <b>children can achieve at school and in later life</b>.</p>
<b>Physical Development</b>	<p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. <b>Gross and fine motor</b> experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a child’s strength, <b>coordination and positional awareness</b> 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 <b>core strength, stability, balance, spatial awareness, coordination and agility</b>. Gross motor skills provide the foundation for developing <b>healthy bodies and social and emotional wellbeing</b>. Fine motor control and precision helps with hand-eye coordination, 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.</p>
<b>Literacy</b>	<p>It is crucial for children to develop a <b>life-long love of reading</b>. Reading consists of two dimensions: <b>language comprehension and word reading</b>. 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. <b>Skilled word reading</b>, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (<b>decoding</b>) and the speedy recognition of familiar printed words. Writing involves <b>transcription</b> (spelling and handwriting) and <b>composition</b> (articulating ideas and structuring them in speech, before writing)</p>
<b>Mathematics</b>	<p>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 <b>count confidently</b>, develop a deep <b>understanding of the numbers to 10</b>, the relationships between them and the <b>patterns within those numbers</b>. 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 <b>spatial reasoning skills</b> across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, <b>look for patterns and relationships, spot connections, ‘have a go’</b>, talk to adults and peers about <b>what they notice</b> and not be afraid to make mistakes.</p>
<b>Understanding the World</b>	<p>Understanding the world involves guiding children to make sense of their <b>physical world and their community</b>. The frequency and range of <b>children’s personal experiences</b> 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 <b>broad selection of stories</b>, 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.</p>
<b>Expressive Arts and Design</b>	<p>The development of children’s <b>artistic and cultural awareness</b> supports their <b>imagination and creativity</b>. 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 <b>experiences are fundamental to their progress</b> in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>

## Pre-school Long Term Curriculum Overview 2023 - 2024

	Potential Threads	Possible Key Texts	Ongoing key knowledge/ skills throughout year/stages of development	Festivals/special days	Parent/Carer links and involvement	Possible visitors/community links
Autumn 1	<b>'Magical me'</b> Child initiated in the moment planning All about me Nursery Rhymes	The Colour Monster Brown Bear Brown Bear Colin and Lee, Carrot and Pea Owl Babies	<b>Communication &amp; Language</b> Language development- first words/ simple sentences. Following simple instructions. (Understanding/application) Simple sentences <b>Physical:-</b> General core muscle strengthening. <b>FineMotor -</b> Threading Inset puzzles Tower building scissor/pencil/control/grip Page turning/handling books Using various tools/mark making <b>Gross Motor -</b> Spreading/pouring/cutting Walking/running/ jumping Balancing/climbing/moving in different ways Kicking/catching balls Trike riding <b>Personal, Social and Emotional-</b> Separation from main carer Building relationships with staff Dressing Toileting/hand washing/drying Healthy eating/healthy teeth Using cutlery Sharing/turn taking Emotions/feelings- finding ways to calm self and regulate <b>Mathematics:-</b> Sorting/categorising Capacity/volume Size/Shape 'Number' <b>Understanding the World:-</b> Exploring natural materials around them indoors and outdoors Forest Classroom Talk about differences between themselves and others <b>Expressive Arts and Design:-</b> Using & applying materials E.g. Glue/stick/paint/tape Exploring colour, texture and shape in messy play/ free play	Diwali	Parent meetings/Welcome new children. Parent sharing - importance of nursery rhymes 'Focus child' - Ongoing termly Parent sharing- floor books	Forest Area
Autumn 2	<b>'Into The Woods'</b> Child initiated in the moment planning Autumn Christmas	Green Lizards vs Red rectangles We're Going On A Bear Hunt Goldilocks and the Three Bears The Gruffalo Stickman The Nativity		Bonfire Night Remembrance Day Children in Need/Teddy Bears picnic Christmas	Christmas craft workshop and story time. Parent sharing - Dummy/bottle amnesty Parent sharing- floor books	Father Christmas Forest Area
Spring 1	<b>'Me and My Wonderful World'</b> Child initiated in the moment planning Winter Healthy me	Jack Frost The Great Race Guess How Much I Love You The Enormous Pancake Red Riding Hood		Lunar New Year Chinese Banquet Valentines Day Shrove Tuesday	Parent sharing- floor books	Forest Area
Spring 2	<b>'Let's Grow'</b> Child initiated in the moment planning Spring/Growth/Lifecycles Humpty Dumpty People Who Help Us	The Tiny Seed Jack and The Beanstalk Jaspers Beanstalk Farmer Duck The enormous Turnip		St Davids Day World Book Day St Patrick's Day Hairdressers/Shoe shop Special person day Easter	Parent workshop- World book day - sharing stories Parent sharing- floor books	Fire/Ambulance service Forest Area
Summer 1	<b>'Homes and Habitats'</b> Child initiated in the moment planning Mini beasts Jungle	The Very Hungry Caterpillar and other Eric Carle texts Handas Surprise The Three Little Pigs The Tiger Who Came to Tea		Easter St Georges Day	Parent sharing- floor books	Police visit Forest Area
Summer 2	<b>'Let's go on and Adventure'</b> Child initiated in the moment planning Under the Sea Road/Beach safety Dinosaurs	Shark in the park Commotion in the Ocean The Train Ride		Special person day International Mud day	Parent sharing- floor books	Sue Lolly/Lifeguard service. Forest Area



## Foundation 1 - Long Term Curriculum Overview 2023 - 2024

Subject area	Autumn Term A	Autumn Term B	Spring Term A	Spring Term B	Summer Term A	Summer Term B
<b>Communicatio n &amp; Language Literacy (English)</b>	<p><b>Ourselves</b> Drawing and talking about ourselves and our families. Mark-making.</p> <p><b>Nursery Rhymes</b> Listening and joining in. Exploring voices and movement.</p>	<p><b>Room on the Broom and traditional tales</b> Listening to stories, handling books, and talking about characters and events. Story maps and writing spells and potions.</p> <p><b>The Nativity</b> Retelling familiar stories. Joins in with songs and learns new vocabulary.</p>	<p><b>Winter</b> Writing signs and labels. Enjoys fiction and non-fiction books. Explores mark-making in different ways.</p> <p><b>Pirates</b> Listens to stories and has favourites. Beginning to hear initial sounds.</p> <p><b>Celebrations (CNY)</b> Exploring mark-making.</p>	<p><b>Traditional tales and Under the sea</b> Story maps. Retelling simple stories. Assigning meaning to marks they make. Developing awareness of key concepts of print. Shopping lists/recipe for gingerbread.</p> <p><b>Growth</b> Writing and following instructions.</p>	<p><b>Farm</b> Writing and mark-making for different purposes: Story maps, labels, signs, posters, maps, lists.</p> <p><b>Robots and monsters</b> Looking at books, talking about illustrations and print, sequencing events, and drawing and labelling pictures.</p>	<p><b>Zoo, Pets and People who help us</b> Writing fact books, labelling pictures, and looking at fiction and non-fiction books. Describing characters, events and settings. Alliteration and recall. Writing thank you letters and cards.</p>
<b>Mathematics</b>	<p>Awareness of number names through number songs and rhymes, including 12345 once I caught a fish alive, and Baa Baa black sheep.</p> <p>Finger numbers to 5.</p> <p>Beginning to know that things exist, even when out of sight.</p> <p>Combining objects (such as stacking blocks) – building walls for Humpty Dumpty</p> <p>Compares toys and objects – size, length, weight and capacity.</p> <p>Looks at patterns.</p>	<p>Focus on counting to three – Three Little Pigs and Goldilocks and the Three Bears.</p> <p>Counts characters on the broom (up to 5) and items for potions.</p> <p>Know that things exist, even when out of sight.</p> <p>Begin to organise and categorise objects (e.g. grouping teddies together).</p> <p>Saying some counting words randomly.</p> <p>Building houses for the Three Little Pigs – uses various construction and chooses shapes for different purposes.</p>	<p>Counting pirate treasure.</p> <p>Counts out a small number of objects from a larger set (e.g. when asked ‘please give me two’).</p> <p>Recites some number names in sequence.</p> <p>Simple number problems.</p> <p>Explores 2d and 3d shapes – snowflakes, ice, pirate ships, junk modelling Chinese dragons</p>	<p>Counting and measuring ingredients for gingerbread.</p> <p>Creates and experiments with symbols and marks including numbers</p> <p>Knows that a group of objects changes in quantity when something is added or taken away – e.g. when goats cross the bridge.</p> <p>Compare groups of items and knows when they have the same amount</p> <p>Beginning to compare quantities – e.g. fish/shells</p> <p>Use language of quantities (such as more and a lot).</p>	<p>Uses some number names accurately in play.</p> <p>Recites some numbers in order.</p> <p>Uses finger numbers</p> <p>Realises anything can be counted including steps, claps etc.</p> <p>Shows interest in numerals in the environment.</p> <p>Subitising to 3</p> <p>Repeating patterns</p> <p>Comparing size and weights</p>	<p>Recites numbers in order to 10.</p> <p>Sometime matches numeral and quantity</p> <p>Represents numbers using marks on paper or pictures – e.g. record class pets.</p> <p>Knows that numbers identify how many items are in a set.</p> <p>Separates a group of three or four items in different ways and knowing the total remains the same e.g. setting up a zoo with 4 animals.</p>
<b>Understanding the World (Science Focus)</b>	<p><b>Ourselves</b> Developing awareness of who they are, similarities and differences between people, exploring our surroundings using their senses.</p>	<p><b>Potions and autumn</b> Looking at living things including animals. Playing with small world animals and toys. Going on autumn walks and observing their surroundings. Exploring natural objects</p>	<p><b>Winter</b> Understand the effect of changing seasons. Investigating changes over time (ice). Explore different materials.</p>	<p><b>Under the sea and growth</b> Plant seeds and know the life cycle of a plant. Understanding growth, decay, and changes over time. Recycling and looking after animals and the environment.</p>	<p><b>Farm and robots</b> Awareness of similarities and differences between animals. Where things come from (milk, wool) and how things work (robots and machines). Bug hunts.</p>	<p><b>Animals</b> Discussing what they have observed. Showing care and concern for living things and the environment. Asking questions.</p>
<b>Understanding the World (Computing &amp; E- Safety Focus)</b>	<p><b>Operating IT Equipment</b> Learning how to operate simple technology.</p>	<p><b>Playing with Technology and programmable toys</b> Demonstrating an interest in using and playing with technology</p>	<p><b>Technology Uses</b> Recognising the uses for ICT equipment.</p>	<p><b>Cause and Effect of ICT</b> Explaining the cause and effect of toys with technology.</p>	<p><b>The Use of a Computer</b> Exploring that computers can be used to find out information.</p>	<p><b>Technology at Home</b> Discussing the types of technology at home.</p>
<b>Expressive Arts and Design (Art Focus)</b>	<p>Exploring mark-making. (Ourselves – drawing ourselves and our families.)</p> <p>Seasons and exploring natural objects – <b>Andy Goldsworthy</b></p>	<p>Experimenting with colours and marks. (The Three Little Pigs – painting characters)</p>	<p>Exploring a range of media through sensory exploration, and exploring movement, dancing and sounds. (Celebrations – making Chinese New Year dragons for a dragon dance performance)</p>	<p>Exploring how colours can be changed – (Under the sea – exploring fish scales and patterns)</p> <p><b>Yayoi Kusama</b> (colours, patterns, textures)</p>	<p>Using construction materials – stacking and joining construction pieces to build and balance. (Robots – designing and building robots)</p>	<p>Using lines to represent objects and describing textures. (Animals)</p> <p><b>Henri Rousseau</b> – creating animal scenes</p>
<b>Expressive Arts and Design (Design Technology Focus)</b>	<p>Explore a range of construction materials and resources in continuous provision. Build walls for Humpty Dumpty.</p> <p>Access tools and equipment. Explore materials and choose what to do with them.</p>	<p>Design and build broomsticks for the witch.</p> <p>Use scissors and glue to create stick puppets (Nativity/traditional tale characters) and make attachments.</p>	<p>Junk modelling – Chinese dragons for a dragon dance</p>	<p>Making gingerbread men.</p> <p>Exploring bridges, materials, and floating and sinking.</p>	<p>Explore how things work – robots and machines.</p> <p>Explore small world resources and construction materials – farms and maps.</p>	<p>Make imaginative and complex ‘small worlds’ (zoos). Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p>

<b>Physical</b>	Link movements to the marks they make. Beginning to balance blocks to build a tower – making walls for Humpty Dumpty. Picking up small objects between thumb and fingers and using a whole-hand grasp when making marks.	Squatting with steadiness and moving unaided. Walking up steps, at first holding the hand of an adult. Beginning to show increasing pen/brush control and a dominant hand. Clap and stamp to music, remember a sequence of movements and begin to eat independently (snack/lunch/food tasting).	Kicking a large ball. Running safely on the whole foot. Turn pages in a book, sometimes several at once. Shows increasing control with equipment (including jugs, hammers, books, mark-making tools) and beginning to use a comfortable grip.	Climbing with confidence on play equipment. Walking up and down steps holding onto a rail. Beginning to use tripod grip. Builds independently, matching their ability and skills to tasks.	Stands on one foot momentarily. Catches a large ball. Uses one-handed tools and equipment (including making snips with scissors). Increasing independence. Develops manipulation and control. Chooses resources and equipment independently.	Moves freely and with confidence and in a range of ways. Using a comfortable grip and with good control and uses a dominant hand. Works collaboratively or in groups. Sit on or use wheeled toys and bikes or scooters. Become more independent with dressing.
<b>Understanding the World (History Focus)</b>	All About Me Sharing new time, likes, dislikes, our similarities and our differences. Looking at families during news time.	Celebrations Looking at different celebrations and how we share special times at home and in school.	Change in seasons: exploring environments and changes over a short period of time (autumn to winter) Children will develop an understanding of today, yesterday and tomorrow.	Comparing and exploring objects old and new (buildings in the local area etc) Looking at photographs/videos from other places around the world.	Children will begin to make comparisons between old and new. When looking at robots children may start to develop ideas about the future. When looking at life on the farm children will understand changes that occur through growth- comparing baby animals to grown animals and relating this to how humans grow and change over time.	Ourselves and growing older: transitioning onto school, how have we changed, significant life events etc. Exploring different occupations and jobs: Expanding our knowledge of others in our society and talking about the future- what will you be when you grow up?
<b>Understanding the World (Geography Focus)</b>	<ul style="list-style-type: none"> <li>Seasonal walks around the local environment as we move into autumn looking for changes in nature and in what animals we can see.</li> </ul>	<ul style="list-style-type: none"> <li>Looking at different places around the world and their celebrations.</li> <li>Using google maps to show India when we talk about Diwali to encourage children to ask questions about different countries and their traditions.</li> </ul>	<ul style="list-style-type: none"> <li>Seasonal walks around the local area as we move into winter looking for changes in nature and in the animals that we can see.</li> <li>Encourage children to ask questions about aspects of their familiar world such as the places where they live or go to school.</li> </ul>	<ul style="list-style-type: none"> <li>When looking at growth children will start to develop an understanding of things they have observed such as plants, animals and natural and found objects.</li> <li>Children will go on field trips in the local area and plant flowers and other plants when looking at growth.</li> </ul>	<ul style="list-style-type: none"> <li>Farm: reading the book 'what the ladybird heard' and exploring the use of the map in the story.</li> <li>Can the children create their own maps?</li> <li>Can children use small world sets to make a farm and then draw a map to show the way around the farm?</li> <li>When looking at animals that live on the farm children will start to show concern for living things and the environment.</li> </ul>	<ul style="list-style-type: none"> <li>In maths children will be looking at describing a familiar route- children will go on walking trips around the school or local area and will look at making maps for example: when going to see the fire fighters on the back playground can we use a map to get to where the firemen are?</li> <li>Can we remember the route to get to the fire truck?</li> </ul>
<b>Expressive Arts and Design (Music Focus)</b>	<ul style="list-style-type: none"> <li>Children will learn new songs and nursery rhymes and will practise them daily (starting with the hello song)</li> </ul>	<ul style="list-style-type: none"> <li>Celebrations: children will explore music and instruments from different countries.</li> <li>Nativity: children will learn new songs and start to develop skills such as changing their tone and pitch when singing. Children will begin to move to music in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>Celebrations CNY: Listening to different music and starting to use our whole bodies to music. Children will have the chance to watch and learn traditional dragon dancing.</li> <li>Children will have access to music instruments for them to explore.</li> </ul>	<ul style="list-style-type: none"> <li>During phonics, children will use rhythm sticks to start to tap out simple repeated rhythms.</li> <li>Under the sea: Children will explore different instruments to mimic sounds they might hear in the ocean (a wave crashing, a storm on the sea, a soft wave, a high pitched sound like that of a dolphin).</li> </ul>	<ul style="list-style-type: none"> <li>Children will learn new songs and rhymes about farmyard animals.</li> <li>Children will look at different styles of dancing when listening to music.</li> </ul>	<ul style="list-style-type: none"> <li>Children will continue to build up a repertoire of songs and will be able to sing most of the words.</li> <li>Children will take part in daily nursery rhymes and will be able to sing these songs independently.</li> </ul>
<b>Understanding the World (Religion and Worldviews Focus)</b>	<ul style="list-style-type: none"> <li>Ourselves: What makes us different and unique?</li> <li>Children will be introduced to new friends and will learn to recognise that not everyone's the same and that we are all special.</li> </ul>	<ul style="list-style-type: none"> <li>Children will look at different celebrations and traditions such as Diwali, Halloween and bonfire night.</li> <li>Children will learn the story of the first Christmas.</li> </ul>	<ul style="list-style-type: none"> <li>Chinese New Year: Looking at how people across the world celebrate different occasions.</li> </ul>	<ul style="list-style-type: none"> <li>Looking at traditions: Easter.</li> </ul>	<ul style="list-style-type: none"> <li>The importance of being a kind friend.</li> <li>Through stories, children will explore what makes a person good.</li> <li>Why is it important to be kind? Why do we love our friends?</li> </ul>	<ul style="list-style-type: none"> <li>People who help us: the importance of respecting all people and recognising the different jobs people do to help us in day-to-day life. Children will listen to guests who come into school to talk to them about their jobs.</li> </ul>
<b>PSHE</b>	<ul style="list-style-type: none"> <li>Ourselves: children will look at how their own actions affect others when being introduced to their new environment.</li> <li>Children will learn to separate with familiar adults for long periods of time (leaving parents for the first time).</li> </ul>	<ul style="list-style-type: none"> <li>Children will start to engage with each other and learn the importance of turn taking and sharing.</li> <li>Children will start to respond to a few appropriate boundaries as they learn the school routines.</li> </ul>	<ul style="list-style-type: none"> <li>Children will start to demonstrate a sense of self as an individual. Children will start to express their own feelings.</li> </ul>	<ul style="list-style-type: none"> <li>Children will become more independent and will start to express their own preferences and interests.</li> <li>Children will develop friendships with other children.</li> </ul>	<ul style="list-style-type: none"> <li>Children will enjoy the sense of responsibility when caring out small tasks (caring for growing plants etc.)</li> <li>Children will start to demonstrate friendly behaviours and collaborate with others when playing (working together to build a farm or robot)</li> </ul>	<ul style="list-style-type: none"> <li>Children will become more confident and independent when selecting resources. Children will start to accept the needs of others.</li> </ul>



## PS/F1 Phonics Phase 1:

Phase One phonics concentrates on developing children's speaking and listening skills, phonological awareness and oral blending and segmenting. These activities are intended to be used as part of a broad and rich language curriculum that has speaking and listening at its centre, links language with physical and practical experiences, and provides an environment rich in print and abundant in opportunities to engage with books. Phase One phonics pave the way for children to make a good start in reading and writing.

The 7 aspects of Phase 1 are:

- **Aspect 1: General sound discrimination – environmental sounds**
- **Aspect 2: General sound discrimination – instrumental sounds**
- **Aspect 3: General sound discrimination – body percussion**
- **Aspect 4: Rhythm and rhyme**
- **Aspect 5: Alliteration**
- **Aspect 6: Voice sounds**
- **Aspect 7: Oral blending and segmenting**



## Foundation 2 - Long Term Curriculum Overview 2023 - 2024

Subject area	Autumn Term A	Autumn Term B	Spring Term A	Spring Term B	Summer Term A	Summer Term B
<b>Communication &amp; Language Literacy (English)</b>	<p>You Be You/Only One You (Ourselves)</p> <p>The Three Little Pigs (Traditional Tale- Retell)</p> <p>The Something (Story Retell)</p>	<p>The Gingerbread Man (Traditional Tales- Retell)</p> <p>Star in a Jar (Story maps/Story Innovation)</p> <p>The Nativity (Story Sequence/Retell)</p>	<p>Lost and Found (Lost and found posters) The way back home (Space) (Instructions)</p> <p>Juniper Jupiter (Fact Book)</p> <p>The Way Back Home (Character Description)</p>	<p>Little Red (Story Sequence/Retell)</p> <p>Jack and the Beanstalk (Instructions/Recount)</p> <p>The Extraordinary Gardener (Instructions/ Setting description)</p>	<p>Elephant in the Kitchen (Non- Fiction)</p> <p>Handa's Surprise (Recipes)</p> <p>The Robot and the Bluebird (Character Des.0cription – Speech)</p>	<p>The Storm Whale (Setting description) Link to local area. (Predictions)</p> <p>Mad About Minibeasts (Poetry/ Non Fiction)</p> <p>Dear Dinosaur (Letter)</p>
<b>Mathematics</b>	<p>Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. Identify numerals in the environment Recognise numbers of personal significance Subitise. Continue to copy and create repeating patterns.</p>	<p>Subitise. Compare numbers Understand the 'one more than/one less than' relationship between consecutive numbers Compare length, weight and capacity Select, rotate and manipulate shapes to develop spatial reasoning skills</p>	<p>Count beyond ten. Compare numbers Subitise. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–5 Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p>	<p>Automatically recall number bonds for numbers 0–5 and some to 10 Finding the total number of items in two groups by counting all of them Beginning to use the vocabulary in adding and subtracting including counting on and back Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</p>	<p>Have a deep understanding of number to 10, including the composition of each number. 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. Verbally count beyond 20, recognising the pattern of the counting system. Subitise up to 5</p>	<p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
<b>Understanding the World (Science Focus)</b>	<p style="text-align: center;"><b>Autumn</b></p> <p>Ask questions about the natural world. Awareness of seasonal changes Describe what they see, feel and hear outside</p>	<p>Asking questions about some of the things they have observed such as plants and animals</p>	<p style="text-align: center;"><b>Winter</b></p> <p>Understand the effect of changing seasons on the natural world around them Understanding growth, decay and changes over time</p>	<p style="text-align: center;"><b>Spring and Growth</b></p> <p>Uses senses to describe what they see, hear and feel outside</p>	<p style="text-align: center;"><b>Animals</b></p> <p>Identifying living things such as animals with legs or those with wings.  <b>Handas Surprise</b> Recognising some environments are different to the one in which they live</p>	<p style="text-align: center;"><b>Mini beasts/ Animals</b></p> <p>Make observations and draw pictures of animals or plants. Similarities and differences.</p>
<b>Understanding the World (Computing &amp; E- Safety Focus)</b>	<p>Computer discovery- Digital Literacy and Numeracy</p>	<p>Mouse/ Trackpad and Keyboard skills Digital Literacy and Numeracy</p>	<p>Early Digital Music Digital Literacy and Numeracy</p>	<p>Digital Photos and Video Digital Literacy and Numeracy</p>	<p>Digital Art and Design Digital Literacy and Numeracy</p>	<p>Early Programming Digital Literacy and Numeracy</p>
	<b>Sharing Pictures Online</b>		<b>Smartie the Penguin</b>		<b>Penguin Pig</b>	
<b>Expressive Arts and Design (Art Focus)</b>	<p>Experimenting with texture (The Three Little Pigs- Houses) Nature Andy Goldsworthy</p>	<p>Exploring colour mixing (Diwali)</p>	<p>Exploring different joins (glue/ sellotape/ stapler/string)</p>	<p>Experiment with colour, design, texture, form and function Junk Modelling Yayoi Kusama</p>	<p>Make use of props and materials when role playing characters in narratives and stories Jungle animals Henri Rousseau</p>	<p>Share creations, explaining the process they have used Minibeast assembly/ performance/ sharing with parents.</p>

<b>Expressive Arts and Design (Design Technology Focus)</b>	<b>Construction</b> Using various construction materials. Joining construction pieces together to build and balance.	<b>Self Service snack- Cutting and preparing fruit</b> Using simple tools and techniques completely and appropriately	<b>Exploring different joins</b> Selecting tools and using techniques needed to shape, assemble and join materials	<b>Junk Modelling</b> Experiment with colour, design, texture, form and function	<b>Forest school- Den building</b> Safely use and explore a variety of materials, tools and techniques.	<b>Props making for F2 performance</b> Make use of props and materials when role playing characters in narratives and stories.
<b>Physical</b>	Gross motor- Outdoor provision Fine motor- Linked provision Forest School	Running skilfully whilst negotiating space, adjusting speed and direction Effects on our bodies Forest School	Experiment with different types of movement.(gymnastics) Jumping off objects safely and carefully (Apparatus) Different ways of travelling with confidence- under/ over/ through Forest School	Balance and Coordination (Dance) Forest School	Hand/Eye Coordination- (Throwing/catching/ kicking balls) Negotiating space carefully Forest School	Strength, balance and coordination wheel playing- (Team games/ Sports day preparation) Forest School
<b>Understanding the World (History Focus)</b>	<b>Ourselves/ My family Within Living Memory</b> Sharing photographs of family members.	<b>Christmas/ Diwali Significant people or events</b> Recognising and describing special events. Understanding that people celebrated these events before they were born.	<b>Seasons History of the locality</b> Know some similarities and differences between things in the past and now.	<b>Change over time-Growth</b> Understanding the past through settings, characters and events in books.	<b>People who help us</b> Talk about the lives of people around them and their roles in society.	<b>Dinosaurs Beyond Living Memory</b> Become familiar with phrases associated with long ago. Such as 'in the past' and 'a long time ago'
<b>Understanding the World (Geography Focus)</b>	Autumn- The Local Area Having a greater awareness of seasonal change	Asking questions about their familiar world	Winter- The Natural World Understanding the effect of changing seasons on the natural world around them	Knows some similarities and differences between the natural world around them and contrasting environments	Handa's Surprise Explain some similarities and differences between life in this country and other countries	The Storm Whale – Links to local area Drawing information from a simple map
<b>Expressive Arts and Design (Music Focus)</b>	<b>Nursery Rhymes</b> Enjoy joining in with dancing and singing games Tapping out simple repeated rhythms- rhythm stick	<b>Christmas Nativity</b> Singing a few familiar songs Beginning to move rhythmically Building a repertoire of songs and dances	<b>Space- Instruments</b> Exploring and learning how sounds can be changed	<b>Dance-</b> Initiating new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences	<b>Instruments- Explore animal sounds</b> Exploring the different sounds of instruments	<b>Family Assembly- Performance</b> Perform well known songs and nursery rhymes
<b>Understanding the World (Religion and Worldviews Focus)</b>	Ourselves I'm Special - Who am I? My Feelings	Diwali Why do we have Celebrations? Christmas (A special Baby)	Jesus is a special person. What makes someone special?	Easter (New Life)	Helping- What can we learn from stories?	What makes our world wonderful? Global Link
<b>PSHE</b>	<b>Managing Self-</b> Selecting and using resources with help <b>Self- regulation-</b> Describing self in positive terms <b>Building Relationships-</b> Listen to one another and show respect when doing so	<b>Managing Self-</b> Showing confidence in asking adults for help <b>Self- regulation-</b> Being confident to speak to others about needs, wants, interests, opinions <b>Building Relationships-</b> Initiating conversation and taking into account what others say	<b>Managing Self-</b> Willingly participate in a wide range of activities <b>Self- regulation-</b> Moderating their feelings when they are upset <b>Building Relationships-</b> Playing cooperatively with others and taking to account their ideas	<b>Managing Self-</b> Showing resilience and perseverance in the face of challenge <b>Self- regulation-</b> Choosing the resources they need for a given activity <b>Building Relationships-</b> Showing sensitivity to others' feelings	<b>Managing Self-</b> Explain the reasons for rules, know right from wrong and try to behave accordingly <b>Self- regulation-</b> Show understanding of their feelings and those of others- begin to regulate behaviour <b>Building Relationships-</b> Work and play cooperatively and take turns with others	<b>Managing Self-</b> Manage their own basic hygiene and needs including dressing and toileting <b>Self- regulation-</b> Set and work towards simple goals being able to wait for what they want and control impulses <b>Building Relationships-</b> Form positive attachments to adults and friendships with peers

## F2 Bug Club Phonics- Phase 2- 4

In Reception, **Bug Club Phonics** teaches a new grapheme and related phoneme in daily phonics sessions. This fast pace, backed up by daily revision of past teaching, has proved the most effective and successful method of phonic training. This means that the basic 40+ phonemes are acquired quickly, and early reading skills develop rapidly. **Decodable readers** are introduced after just 2 weeks' teaching at the end of Unit 2. This enables children to apply the taught strategies and enjoy contextualised reading early on. These books are used in **Guided Reading** sessions and sent home to consolidate learning.

<i>Phase</i>	<i>Unit</i>	<i>Focus</i>	<i>Not fully decodable words (Irregular words)</i>
2	1	s a t p	
	2	i n m d	
	3	g o c k	to
	4	c k e u r	the, no, go
	5	h b f, ff l, ll ss	l, into, her
3	6	j v w x	me, be
	7	y z, zz qu	he, my, by, she
	8	ch sh th ng	they
	9	ai ee igh oa oo (long) oo (short)	we, are
	10	ar or ur ow oi	you
	11	ear air ure er	all, was, give, live
4	12	Adjacent consonants (cvcc, ccvc, ccvcc, cccvc, cccvcc)	said, have, like, so, do, some, come, were, there, little, one, when, out, what

## Early Learning Goals – Assessment at the end of Foundation 2 - Holistic / best fit Judgement

### ELG: Listening, Attention and Understanding

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

### ELG: Speaking

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.

### ELG: Self-Regulation

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.

### ELG: Managing Self

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.

ELG: Building Relationships  
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.

### ELG: 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.

### ELG: 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, paint brushes and cutlery.

Begin to show accuracy and care when drawing.

### ELG: Comprehension

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.

### ELG: Word Reading

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.

### ELG: Writing

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.

### ELG: Number

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.

### ELG: Numerical Patterns

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.

### ELG: 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.

Understand the past through settings, characters and events encountered in books read in class and storytelling.

**ELG: People, Culture and Communities**  
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.

### ELG: 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.

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

### ELG: 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; - Make use of props and materials when role playing characters in narratives and stories.

### ELG: Being Imaginative and Expressive

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.

