**Portobello Primary School – Early Years Curriculum**

**Early Years Curriculum Intent**

In Portobello Primary we recognise the importance and value of an excellent Early Years Curriculum. Children are statutorily assessed against the Early Learning Goals at the end of Reception. However, our curriculum is broader and more diverse than these Early Learning Goals. It aims to broaden and provide a deeper understanding, encompassing key life skills and experiences, as well as developing all aspects of child knowledge and skills and the core principles embedded into the Early Years Foundation Stage:

* Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
* Every child can learn to be strong and independent through **positive relationships**
* Every child can develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/carers
* All children **develop and learn** in different ways and at different rates

Our skilled Early Years staff are able to develop these aspects of child knowledge and skills, with a memorable, enjoyable and effective Early Years experience, where our children feel safe and thrive. Therefore, we design opportunities to learn and talk about the local environment in which the children live. We carefully support the children to reflect upon unexpected changes to their world and give them strategies to become resilient, honest, curious and passionate.

​To ensure that all of our children make good or above progress, we insist that the starting points and prior learning of children are identified before they can begin their successful learning journey. We embrace the differences in all our children and celebrate their individual successes and achievements. Whilst some aspects of our curriculum have an element of academic challenge, which some children thrive on, we have fully embedded and believe in the three characteristics of effective teaching and learning which are:

* **Playing and exploring** - children investigate and experience things, and ‘have a go’
* **Active learning** - children concentrate, keep on trying if they encounter difficulties and enjoy achievements
* **Thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

 Our curriculum is developed to show sequences of learning with key knowledge and skills acquisition made explicit.

**Early Years Curriculum Implementation**

In our Early Years setting, we meet the requirements of the Early Years Foundation Stage Profile. We actively pursue safeguarding and promote the welfare of all of our children. As soon as the children enter our setting, we give them the tools, trust and confidence to know they are safe in school and to be able to talk to us about things happening in their lives and how they feel. We recognise, utilise and develop the differing social and cultural identities and the experiences that these may bring. We know that children learn most effectively when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults who care for them.

Our children in Early Years work towards the Early Learning Goals. These seven areas of learning are:

**Prime Areas**

* Personal, social and emotional development
* Physical Development
* Communication and Language development

**Specific Areas**

* Literacy
* Mathematics
* Understanding the world
* Expressive arts and design

To support the early development of our children, we believe that they should develop the prime areas first. As the children grow and mature, having these areas secure will support their learning and development in the specific areas. We are passionate that our children must learn by active exploring and through creative and critical thinking, which takes place both indoors and outdoors. Self-regulation is embedded into everyday practice. Our children are taught to think of themselves as learners and to be actively involved in their own learning. We insist that all learning activities support the characteristics of effective learning:

* Playing and exploring
* Active learning
* Creating and thinking critically

Subject knowledge of the Early Years Foundation Stage curriculum is strong amongst all staff, and where necessary appropriate CPD is provided to upskill. This knowledge is used to plan a broad, balanced and progressive learning environment and curriculum for all of our children. Our topics are carefully planned but are then driven and delivered by a child centred approach. To allow all children to excel, we ensure we provide experiences which motivate children, and are deeply rooted in the love of stories and reading. During the school day the children have opportunities to play and learn collaboratively with their friends in both the indoor and outdoor learning environments. Adults can skilfully interact with the children during sessions such as plan, do, review. They use the time in the provision to provide consistent quality interactions, where children make choices about what they will do, carry out their ideas and then reflect. We recognise that is it through active intervention and the support of a skilled adult that children make the most progress in their learning. Therefore, we provide discrete planned teaching to groups of children. At times, and when appropriate, these can provide academic challenge. Children develop their individual skills, and gain knowledge at different rates. An important element of our challenge comes from ensuring we instil ambition into all our children as individuals, as they learn across the curriculum. This ambition provides the solid foundation for challenge, reflection, and celebration. We take action to ensure all activities, designed or encouraged within our setting, promote personal and physical development of our children. Progress is accumulative as children gain, refine and internalise skills, knowledge and behaviour. Responding to the EYFS Reforms, we continue to promote assessment with a child centred approach. It remains important for us to have an overview of the progress of all children, ensuring everyone is understood, supported, and meets their individual potential. Our curriculum would not be as successful without the support from parents and carers. We take pride in the positive relationships we build with our families, which we work hard to develop from the outset, whether families positively engage with us immediately or are initially harder to reach. The relationships we endeavour to promote are positive and long-lasting. We know successful partnership working between parent/carers and teaching staff has a direct impact on well-being and learning.

**Continuous Provision**

The continuous provision in our Early Years refers to all areas which are available for children to use every day. Within these areas a range of core resources are provided for children to use. These resources offer a breadth of learning possibilities. The purpose of our effective continuous provision is to provide children with a constant environment that is safe for them to explore. Reflective of our curriculum, an important part of this provision is enabling the children to develop their skills and confidence in becoming independent learners. We are passionate that it is here children embed and connect concepts, as well and find challenge in their learning environment. Our continuous provision supports children’s learning and development across all seven areas and supports the characteristics of effective learning. High quality conversations regularly take place between children and our skilled EYFS staff. These conversations provide meaningful learning opportunities to model and extend speech and vocabulary. We ensure we are consistent within our continuous provision and recognise the importance of reflecting upon our practice. Twice a year staff complete audits provided by Early Excellence. These ensure we provide high quality resources to enhance our curriculum and learning opportunities for all children.

**Communication and Language**

Spoken language and how this is developed is embedded in all seven areas of learning and development. The interaction that children have form the foundations for both language and cognitive development. Therefore, it is imperative that children have quality conversations in a language rich environment. Early Years staff can effectively build language by commenting on what the children are interested in and introducing new vocabulary. Children should then be provided with extensive opportunities to use and embed this new vocabulary in a range of contexts. Reading frequently to children and engaging children in stories, non-fiction, rhymes and songs is of uppermost importance. Children will become confident at using a range of rich vocabulary when they are immersed in conversation, story-telling and role play.

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| **Early Learning Goal Communication and Language – Listening, Attention and Understanding** | | |
| Children at the expected level of development will:  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 | | |
| **In the Autumn Term children will be taught to:** | **In the Spring Term children will be taught to:** | **In the Summer Term children will be taught to:** |
| Listen to simple stories for short periods of time  Engage in rhyming activities  Understand and respond to questions with increasing accuracy  Respond to two step instructions  Talk ‘with’ and not just ‘to’ a peer  Respond to questions from an adult as part of a conversation | Engage in story sessions for longer periods of time  Engage in rhyming activities and display an increasing awareness of rhyme  Recall simple stories and develop awareness of story events  Talk about the content of non-fiction books  Ask questions to continue a conversation thread | Listen attentively, for a sustained period of time  Listen attentively to both fiction and non-fiction books  Respond to what they hear by asking relevant questions or making relevant comments  Engage actively in conversation with a range of familiar adults and friends |
| Our Early Years Curriculum prepares our children for their ‘Reading’ learning in Year One. Listening to and participating in discussions about a wide range of poems, stories and non-fiction, taking turns and listening to what others say. | | |

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| **Early Learning Goal Communication and Language – Speaking** | | |
| Children at the expected level of development will:  Join in with small group, class and one-to-one discussions, offering their own ideas, using their newly learnt vocabulary  Offer explanations for why things might happen, making use of recently introduced vocabulary  Offer explanation for why things might happen, making use of introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate | | |
| **In the Autumn Term children will be taught to:** | **In the Spring Term children will be taught to:** | **In the Summer Term children will be taught to:** |
| Look at and listen carefully to the person they are speaking to  Begin to learn new topic vocabulary  Wait for their turn to speak  Speak in a full sentence using the correct tense and word order  Begin to develop their own narratives  Use talk to help work out problems and organise thinking and activities  Learn rhymes, poems and songs | Use new taught vocabulary in context  Articulate their ideas and thoughts in well-formed complete sentences  Use talk to help work out problems and organise thinking and activities.  Retell a story, once they have developed a familiarity with the text  Learn rhymes, poems and songs | Confidently join in with small group and class discussions  Demonstrate use of their newly learnt vocabulary without being prompted  Use the correct verb tense when retelling a story or discussing an event  Describe events in detail and the correct chronological order  Use talk to help work out problems and organise thinking and activities  Learn rhymes, poems and songs |
| Our Early Years Curriculum prepares our children for their ‘Speaking’ learning in Year One. Learning to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. They will participate in discussions, presentations, performances, role play, improvisations and debates. | | |

**Personal, Social and Emotional Development**

In order for children to lead healthy and happy lives, their personal, social and emotional development is crucial. Safe relationships with safe supportive adults enable children to learn how to understand their own feelings and those of others. It is of upper most importance that children learn how to manage emotions and are given the appropriate strategies to deal with the range of emotions that differing situations can bring. It is necessary for children to develop a positive sense of self. It is through this that they will develop confidence in their own abilities, persist and set simple goals. Through repetitive modelling and guidance, provided by adults, children learn how to look after their bodies, this includes making good choices for eating and independently managing personal needs. For children play should be as natural as breathing, however it is through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts.

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| **Early Learning Goal Communication and Language – Self Regulation** | | |
| Children at the expected level of development will:  Show an understanding of their own feelings and those of others, and begin to regulate 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 | | |
| **In the Autumn Term children will be taught to:** | **In the Spring Term children will be taught to:** | **In the Summer Term children will be taught to:** |
| Approach a safe adult when attention is required  Put their hand up when wanting to contribute.  Wait for their turn for resources  Ensure that the task is completed before moving on, support from an adult could be included  Follow simple one step instructions | Show an awareness of emotional support requirements for others  Begin to understand the effect that they can have on the emotions of others  Begin initiating and negotiating sharing with their friends  Complete a task without reminders for a short amount of time  Follow simple two step instructions | Regulate own behaviours in order to find solutions to conflicts  Decide when to interrupt or to seek support from elsewhere  Regulate themselves to wait until what they want is available  Know when a task is completed before moving on  Follow instructions involving several ideas |
| Our Early Years Curriculum prepares our children for their learning on ‘Being Me in My World’ in Year One. Learning why we need to have different rules for different situations and why there are sometimes consequences if they are broken. They will learn that everyone, including themselves, have a duty to respect others’ rights. | | |

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| **Early Learning Goal Communication and Language – Managing Self** | | |
| Children at the expected level of development will:  Be confident to try new activities and show independence, resilience and perseverance in the face of challenge  Explain the reason for rules, know right from wrong and try to behave accordingly  Manage their own basic needs, including dressing, going to the toilet and understanding the importance of healthy food choices | | |
| **In the Autumn Term children will be taught to:** | **In the Spring Term children will be taught to:** | **In the Summer Term children will be taught to:** |
| Separate from their main carer happily and come into school independently  Take coat on and off  Learn and follow the school expectations in different contexts (lunchtime, outdoors, in the classroom)  Use appropriate manners to ask an adult for help or to do something  Communicate to an adult if they have had a toileting accident | Try new activities  Try again if they don’t succeed the first time  Understand why we need rules and how they help to keep us safe  Put coats and shoes on mostly independently | Maintain focus for a longer period of time Change their approach to something to be able to succeed  Notice if they or others break the rules and understand there will be a consequence  Regulate own behaviours in order to find solutions to conflicts |
| Our Early Years Curriculum prepares our children for their learning on ‘Changing Me’ in Year One. Learning about the difference between kind and unkind behaviour and how this can affect others and how to treat themselves and others with respect. | | |

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| **Early Learning Goal Communication and Language – Building Relationships** | | |
| Children at the expected level of development will:  Work and play cooperatively and take turns with others  Form positive attachments to adults and friendships with peers  Show sensitivity to their own and others needs | | |
| **In the Autumn Term children will be taught to:** | **In the Spring Term children will be taught to:** | **In the Summer Term children will be taught to:** |
| Play and learn alongside friends  Separate from an adult when entering school without distress  Have at least one friend whom they chose to play alongside  Seek emotional support for themselves  Put their hand up and not shout out when wanting to contribute | Co-operate with another child to complete a task, whether child led or adult directed  Interact with friends during unstructured times  Happily, play and learn with the adults familiar to them in the setting to complete tasks  Begin to listen to other children or groups and wait to have their turn to speak  Say who is in their family | Co-operate with another child to complete a task  Play alongside others, taking turns and solving conflict  Initiate and respond to conversations from unfamiliar adults within school  Regulate own behaviours in order to find solutions to conflicts  Regulate themselves to wait until what they want is available  Say who is special to them and why |
| Our Early Years Curriculum prepares our children for their learning on ‘Relationships’ in Year One. Learning about how all families are different but should offer love, support, and a sense of belonging and how people have different roles in our life including different ways to help | | |

**Physical Development**

Physical Development enables children to lead happy and healthy lives, therefore is vital to their all-round development. Both gross and fine motor experiences develop incrementally throughout early childhood. Gross motor skills provide the foundation for healthy bodies and fine motor skills are later linked to key life skills and skills which are used in academic learning activities. Children develop physically at different rates, whether they are physically very able or require support with such skills, it is important that they are taught to use their surrounding environment to set their own goals and have the ambition to succeed in these on a personal level.

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| **Early Learning Goal Physical Development – Gross Motor Skills** | | |
| Children at the expected level of development will:  Work and play cooperatively and take turns with others  Form positive attachments to adults and friendships with peers  Show sensitivity to their own and others’ needs | | |
| **In the Autumn Term children will be taught to:** | **In the Spring Term children will be taught to:** | **In the Summer Term children will be taught to:** |
| Explore movement skills of rolling, walking, running and skipping, crawling, jumping, hopping and climbing  Explore a range of equipment  Be aware of people around them  Be able to make large muscle movements with control.  Confidently use a range of large apparatus  Explore a range of ball skills including: throwing, catching, kicking, passing | Revise movement skills of rolling, walking, running and skipping, crawling, jumping, hopping and climbing  Use a range of large and small apparatus with increasing confidence and control Begin to develop strength and coordination  Develop a range of ball skills including: throwing, catching, kicking, passing | Refine movement skills of rolling, walking, running and skipping, crawling, jumping, hopping and climbing  Continue to develop strength and coordination  Refine a range of ball skills including: throwing, catching, kicking, passing |
| Our Early Years Curriculum prepares our children for their learning on ‘Ball Skills’ in Year One. Learning how to develop control and coordination when dribbling a ball with hands and feet and developing accuracy when rolling, throwing and catching. They will explore tracking a ball that is coming towards them. | | |

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| **Early Learning Goal Physical Development – Fine Motor Skills** | | |
| Children at the expected level of development will:  Be able to hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.  Be able to use a range of small tools, including scissors, paint brushes and cutlery.  Begin to show accuracy and care when drawing | | |
| **In the Autumn Term children will be taught to:** | **In the Spring Term children will be taught to:** | **In the Summer Term children will be taught to:** |
| Create circle shapes  Holds a pencil with a preferred dominant hand and pivot from shoulder to elbow  Have increasing control when using an increasing number of tools  Draw lines  Write their name  Start to make small cuts with scissors  Use a fork and spoon to eat with and begin to use a knife | Begin to use a range of tools with more accuracy  Draw recognisable pictures  Use a knife to cut their food  Write their names forming the letters correctly | Use a tripod grip to use a pencil effectively  Write correctly formed letters  Use scissors correctly to cut around a picture along the lines  Use cutlery effectively including cutting food with a knife and fork  Add more detail to drawings and pictures |
| Our Early Years Curriculum prepares our children for their ‘Writing’ learning in Year One. Learning how to accurately form capital and lower-case letters in the correct direction, starting and finishing in the right place and form digits 0 -9. | | |

**Literacy**

It is vital that children develop a life-long love of reading. Reading is made up of language comprehension and word reading. Language comprehension begins as soon as babies are born. Adults begin to talk about the world around them, they read books, say rhymes and sing songs. Children are often immersed in language. The reading of words is taught and learned later on in the development of a child. Children need to decode (work out) unfamiliar words and recognise the familiar in order to read and gain meaning from a text. Writing involves transcription of spelling and handwriting and composition of articulating ideas in speech before recording them in the written form.

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| **Early Learning Goal Literacy – Comprehension** | | |
| Children at the expected level of development will:  Demonstrate understanding of what has been read to them by retelling stories and narratives using their own and recently introduced vocabulary  Anticipate, where appropriate, events in stories  Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play | | |
| **In the Autumn Term children will be taught to:** | **In the Spring Term children will be taught to:** | **In the Summer Term children will be taught to:** |
| Understand that print has meaning and we read English text form left to right and from top to bottom  Engage in story times  Join in with predictable words, phrases and refrains  Begin to answer simple questions about a familiar book/text orally  Begin to listen to and talk about simple and topic related non-fiction books  Retell a familiar story  Sequence three pictures in order from a well-known story  Identify the main characters in a familiar story/traditional tale  Begin to make simple predictions about how the story might end | Read and understand simple phrases and sentences  Re-read books to build up their confidence in word reading and improve their understanding  Engage in conversations about stories  Join in with and continue predictable words and phrases  Answer simple questions about a familiar book/text orally  Read and understand phrases and  sequence three pictures in order from a familiar story, using narrative language to retell the story Make predictions about how the story might end and how the story might develop | Re-read books to build up their confidence in word reading and improve their fluency and their understanding Engage in extended conversations about stories, demonstrating the correct use of new vocabulary  Retell a familiar story/traditional tale and include repeated words and phrases correctly  Answer simple questions about a familiar book/text in shared or independent reading  Sequence more than three pictures in order, using narrative language and new vocabulary to retell the story  Make detailed predictions about how the story might end |
| Our Early Years Curriculum prepares our children for their ‘Reading’ learning in Year One. Learning how to explain clearly their understanding of what is read to them and make simple inferences about the feelings of characters. | | |

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| **Early Learning Goal Literacy – Word Reading** | | |
| Children at the expected level of development will:  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. | | |
| **In the Autumn Term children will be taught to:** | **In the Spring Term children will be taught to:** | **In the Summer Term children will be taught to:** |
| Understand that print has meaning and we read English text form left to right and from top to bottom  Develop their phonological awareness, clapping syllables in a word, recognising words with the same initial sound  Read individual graphemes by saying the phonemes for them – s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l, ff, ll, ss, j, v, w, x, y, z, qu, Words with ‘s’ at the end (plurals and verb) ch, sh, th, ng, nk,  Blend phonemes into words  Read taught common exception words | Read some digraphs that each represent one phoneme – ai, ee, igh, oa, oo,oo, ar, or, ur, ow, oi, ear, air, ur, er, Double letters (bb rr gg), Double letters (dd pp ff tt)  Read longer words with taught digraphs in  Read words with more two or more digraphs in  Read words ending in ing  Read compound words  Read taught common exception words | Revisit and read taught long vowel sounds from phase 3 and phase 2 digraphs based on assessments  Read CVCC, CCVCC, CCCVC, CCCVCC words  Read longer phase 4 words, including compound words  Read words ending in -ing, -ed/t, -ed/it, est  Read taught common exception words |
| Our Early Years Curriculum prepares our children for their ‘Reading’ learning in Year One. Continuing their Little Wandle Letters and Sounds synthetic phonics learning and learning how to read books aloud, accurately, that are consistent with their developing phonic knowledge and progressing their common exception word recognition. | | |

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| **Early Learning Goal Literacy – Writing** | | |
| Children at the expected level of development will:  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 | | |
| **In the Autumn Term children will be taught to:** | **In the Spring Term children will be taught to:** | **In the Summer Term children will be taught to:** |
| Copy write name correctly and begin to write it from memory  Begin to form lower-case letters correctly as they learn the phonemes  Write CVC words by segmenting the phonemes and then writing the graphemes  Understand that a sentence is a complete thought that makes sense  Compose a sentence orally and begin to write it down  Represent initial phonemes correctly  Copy write common high frequency words | Write full name from memory  Form lower-case letters accurately when copying  Write CVC words containing (taught phoneme/graphemes)  Compose a simple sentence orally and hold it (with support), remembering what they are going to write.  Begin to use a capital letter at the start of a sentence and full stop at the end  Begin to re-read their sentence to check for sense  Copy write common high frequency words | Write full name accurately including capital letters  Form correctly formed pre-cursive letters Independently compose a sentence orally and hold it, remembering what they are going to write  Write short sentences with words with known phoneme grapheme correspondences, using a capital letter and full stop.  Re-read writing to check that it makes sense. |
| Our Early Years Curriculum prepares our children for their ‘Writing’ learning in Year One. Learning to say out loud what they are going to write about and composing a sentence orally before writing it. They will be taught to punctuate sentences using a capital letter and a full stop and exclamation mark. | | |

**Mathematics**

An early love of number and a solid foundation to mathematical skills and patterns are essential for a life long learning in mathematical thinking. Mathematics is not a trick nor a song or rhyme but a series of thinking, making connections and forming firm foundations. Young children need to be able to count with confidence and have a secure and deep understanding of the numbers to and within 10 and be offered the opportunities to apply and consolidate their understanding in a number of different ways. It is of upper most importance that children are immersed in mathematical language and develop positive attitudes towards reasoning and ‘having a go’.

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| **Early Learning Goal Mathematics – Number** | | |
| Children at the expected level of development will:  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 | | |
| **In the Autumn Term children will be taught to:** | **In the Spring Term children will be taught to:** | **In the Summer Term children will be taught to:** |
| Compare amounts  Find 1, 2 and 3  Subitise 1, 2 and 3  Represent 1, 2 and 3  Find 1 more than numbers to 3  Find 1 less than numbers to 3  Composition of 1, 2 and 3  Find 4 and 5  Subitise 4 and 5  Represent 4 and 5  Find 1 more than numbers to 5  Find 1 less than numbers to 5  Composition of 4 and 5 Composition of 1 – 5 | Recognise and read numbers to 7 when not in order  Count accurate 1:1 correspondence to 7 Count an irregular arrangement to 7 Match numerals to quantity to 7  Introduce zero  Find 0 to 5  Subitise 0 to 5  Represent 0 to 5  Find 1 more than numbers to 5  Find 1 less than numbers to 5  Composition  Conceptual subitising to 5  Find 6, 7 and 8  Represent 6, 7 and 8  Find 1 more than numbers to 8  Find 1 less than numbers to 8  Composition of 6, 7 and 8 Make pairs-odd and even Double to 8 (find a double) Double to 8 (make a double) Combine 2 groups Conceptual subitising  Find 9 and 10  Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10  Find 1 more than numbers to 10  Find 1 less than numbers to 10  Composition to 10  Bonds to 10 (2 parts)  Make arrangements of 10 Bonds to 10 (3 parts)  Find doubles to 10  Make doubles to 10  Explore even and odd | Recognise and read numbers to 10 – including when not in order  Make 10 in different ways and combinations  Confidently count to 10  Build numbers beyond 10 (10 -13)  Continue patterns beyond 10 (10-13)  Build numbers beyond 10 (14-20)  Continue patterns beyond 10 (14-20)  Verbal counting beyond 20 Verbal counting patterns  Add more  How many did I add Take away  How many did I take away?  Explore sharing  Explore grouping  Even and odd sharing  Play with and build doubles |
| Our Early Years Curriculum prepares our children for their learning in ‘Number and Addition and Subtraction’ in Year One. Learning to count, read and write numbers to 100 in numerals. They will be taught to represent and use number bonds and related subtraction facts within 20 and add and subtract one-digit and two-digit numbers to 20. | | |

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| **Early Learning Goal Mathematics – Numerical Patterns** | | |
| Children at the expected level of development will:  Be able to verbally count beyond 20, recognising the patterns 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 odd and even numbers, double facts and how quantities can be distributed equally | | |
| **In the Autumn Term children will be taught to:** | **In the Spring Term children will be taught to:** | **In the Summer Term children will be taught to:** |
| Match objects  Match pictures and objects  Identify a set  Sort objects to a type  Explore sorting techniques Create sorting rules  Use visual aids to count by rote forwards and backwards to 10  Use visual aids to count on and back in 1s from any number to 10  Know by heart the number before and after numbers to 5  Chant rhymes and sing songs involving numbers | Use visual aids to count in 1s forwards to 10 and beyond  Use visual aids to count forwards in 1s from any number to 10  Use visual aids to count back in 1s from 10  Use visual aids to say the number before and after of quantities up to 5  Recognising more/greater than, fewer/less than and the same as Understand and use the vocabulary more, most, greater than, fewer, less than and equals, the same as with quantities up to 5  Explore odd and even numbers to 10 and begin to recognise the patterns | Count by rote from 0 forwards to 20 and beyond  Count by rote forwards in 1s from any number to 20 and beyond  Compare and order a variety of quantities up to 10 recognising greater than, less than and equal to  Understand and use the vocabulary more, most, greater than, fewer, less than and equals, the same as with quantities up to 10  Instant recognition of odd and even numbers to 10 |
| Our Early Years Curriculum prepares our children for their learning in ‘Place Value and Ordering’ in Year One. Learning to count within 100, forwards and backwards, starting with any number and use the language of: equal to, more than, less than (fewer), most, leasttocompare andorder numbers and quantities. | | |

**Understanding the World**

The children need to learn to make sense of and understand the world which surrounds them and in which they live. To do this they need to develop an enquiring mind and a sense of belonging. Each child comes to school as a unique child but they bring with them their family and their culture. Children foster and develop their understanding of our vast, developing and diverse world through first hand experiences, such as meeting people and visiting places, as well as listening to stories and using technology.

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| **Early Learning Goal Understanding the World – Past and Present** | | |
| Children at the expected level of development will:  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 | | |
| **In the Autumn Term children will be taught to:** | **In the Spring Term children will be taught to:** | **In the Summer Term children will be taught to:** |
| Look at and describe a personal family photograph of a familiar event  Talk about members of their immediate family and community  Understand and talk about being similar and different to each other  Children begin to develop positive attitudes about the similarities and differences between people | Retell what their grownups told them about their life story  Identify key roles in the family or society and begin to understand how they help to keep households or communities safe Look at a childhood photograph from a parent for a familiar event | Compare the past and present in their own personal experiences  Look at a childhood photograph from a grandparent for a familiar event and discuss what is the same / what is different to their parents/carers and their own life  Further develop their knowledge of key roles in society and begin to think about their own personal responsibility |
| Our Early Years Curriculum prepares our children for their learning on ‘Changes in Living Memory’ in Year One. Learning to ask people they know about their experiences in the past and compare it to their own. They will use sources showing familiar objects and begin to explore increasingly unfamiliar objects. | | |

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| **Early Learning Goal Understanding the World – People, Culture and Communities** | | |
| Children at the expected level of development will:  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 | | |
| **In the Autumn Term children will be taught to:** | **In the Spring Term children will be taught to:** | **In the Summer Term children will be taught to:** |
| Describe their immediate environment and record in drawings  Begin to develop an understanding of different religious occasions from around the world | Know that there are different countries and these make up the world  Talk about some of the countries children have visited for holidays and look at similarities and differences  Develop their knowledge of the celebration of special times from around the world | Name places of local importance to the community  Talk about the features of the places that they are familiar with and can begin to describe how they are different to other places  Recognise that people have varied beliefs around the world and can respect these |
| Our Early Years Curriculum prepares our children for their learning on ‘My Local Area’ in Year One. Learning to identify different types of homes and use maps and aerial photographs of the school surrounds.  Our Early Years Curriculum prepares our children for their learning on ‘Christianity and Judaism’ in Year One. Learning about different religious celebrations and what these mean to the people who observe these customs. | | |

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| **Early Learning Goal Understanding the World – The Natural World** | | |
| Children at the expected level of development will:  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 | | |
| **In the Autumn Term children will be taught to:** | **In the Spring Term children will be taught to:** | **In the Summer Term children will be taught to:** |
| Show respect, empathy and kindness for the natural world  Identify similarities and differences in the natural world  Explore different materials  Identify and name different types of weather  Draw their observations and begin to talk about them | Talk about information from simple maps  Explore and describe the natural world around them  Observe the changing seasons on the natural world around them  Show care and concern for living things Name some domesticated and wild animal names  Draw and label their observations | Make observations of their local area, animals and plants  Draw pictures of animals and plants that include the main features and parts  Talk about some similarities and differences between their local environment and that of other countries  Talk about the different seasons.  Talk about some life cycles |
| Our Early Years Curriculum prepares our children for their learning on ‘My Local Area’ in Year One. Learning to identify different types of homes and use maps and aerial photographs of the school surrounds.  Our Early Years Curriculum prepares our children for their learning on ‘Plants’ in Year One. Learning to identify and compare different types of plants and trees and describe the structures and where they live.  Our Early Years Curriculum prepares our children for their learning on ‘Seasonal Changes’ in Year One. Learning to observe and describe changes in the seasons and record their observations in tables and charts. | | |

**Expressive Arts and Design**

Artistic talent and cultural awareness support imagination and creativity. Therefore, providing time and opportunities to engage, play and explore arts, using a wide range of media is important to child development. Art can also play an important part of how children learn to express themselves as they develop their understanding and communication.

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| **Early Learning Goal Expressive Arts and Design – Creating with Materials** | | |
| Children at the expected level of development will:  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture and form  Share their creations, explaining the process they have used  Make use of props and materials when role playing characters in narratives and stories | | |
| **In the Autumn Term children will be taught to:** | **In the Spring Term children will be taught to:** | **In the Summer Term children will be taught to:** |
| Use given resources to create pictures and models  Talk about what they have made  Explore a range of materials to make things with in their environment | Create models and pictures using a range of resources  Choose the most appropriate way to make their idea following a plan that they have created to meet a given purpose Review their learning as part of plan, do, review | Draw with increasing complexity  Talk about their own design ideas  Confidently talk through their stage of plan, do, review |
| Our Early Years Curriculum prepares our children for their learning on ‘Drawing, Painting and Mixed Media and Sculpture and 3D’ in Year One. Learning to use different materials they will plan and create a sculpture. They will choose to paint with colours that look good next to each other and be taught to evaluate their learning using key vocabulary. | | |

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| **Early Learning Goal Expressive Arts and Design – Being Imaginative and Expressive** | | |
| Children at the expected level of development will:  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 | | |
| **In the Autumn Term children will be taught to:** | **In the Spring Term children will be taught to:** | **In the Summer Term children will be taught to:** |
| Join in with taught songs and nursery rhymes  Explore and play with a range of musical instruments  Begin to match the sound to the instrument  Copy a simple dance  Use pre-selected props and small world to retell parts of a story | Sing taught songs with melody  Use instruments to match a simple taught rhythm and able to make up own musical patterns  Respond to music through dance  Move to a beat  Use free choice props and small world to retell parts of a story | Sing a song / rhyme that has been taught  Perform a simple poem  Copy a simple beat pattern  Play an allocated instrument  Move in time with music take part in a simple repetitive dance routine  Invent or adapt a known story to create a new narrative |
| Our Early Years Curriculum prepares our children for their learning on ‘Hey You!’ in Year One. Learning that music has a steady pulse, to confidently sing songs and to play a tuned instrument alongside a song. | | |

**Early Years Long Term Plan**

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| **Term** | **Topic Name** | **Stories and Poems** | **Songs and Rhymes** |
| **Autumn 1** | **My Friends, My Community and Myself!**  *Who am I, where do I live and who keeps me safe?* | **Main Stories:**   * The Colour Monster * Ruby’s Worry * Snuffle Bunny * Astro Girl   **Books that link to the topic:**   * Here’s a Little Poem * Anna Hibiscus’ Song by Atinuke * Bog Baby * Emily Brown and the Thing * So Much * Splash, Anna Hibiscus! * The Girl with the Parrot on her Head * My Very First Mother Goose * 1, 2, 3 with Goose   **Halloween:**   * Winnie the Witch * Funny Bones * Meg and Mog * We’re Going on a Pumpkin Hunt * Five Little Pumpkins | **Traditional Rhymes**  Head, shoulders… 1,2,3,4,5 once I caught … Here is a beehive … Tommy Thumb … If you’re happy and you know… Incy Wincey spider Jack and Jill … Hey diddle diddle. \*There was an old lady …  **Themed Songs**   * Friends Song - The Singing Walrus * Me! Super Simple Songs * Something Special - Friends Song * Let's Be Friends by London Rhymes * Will You Be a Friend of Mine Song for Kids - The Kiboomers |
| **Autumn 2** | * On Sudden Hill * Goldilocks and the Three Bears * Stanley’s Sticks | **Autumn**   * 5 Autumn leaves * Dingle, Dangle scarecrow * Remember, Remember   **Christmas**   * Nativity sings * Carols * Twelve days of Christmas * SANTA is his name O * 1 little, 2 little, 3 little elves * Jingle Bells * Frosty the snowman * I’m a little snowman * We wish you a Merry Christmas |
| **Spring 1** | **Animals of the world!**  *Is there an animal for every letter of the alphabet?* | **Main Stories:**   * Blue Penguin * Lost and Found * Poles Apart | **Traditional Rhymes**  Weather themed poems Dr Foster… One misty moisty morning… It’s raining, it’s pouring… When bear went over the mountain When Goldilocks went to… Little Bo peep… Mary had a little lamb…  **Themed Songs**   * Animal Sounds Songs - Super Simple Songs for Kids * Old McDonald * The farmer’s in his den * ABC Song - Animal Safari   **Easter Songs**  **Songs about new life** |
| **Spring 2** | **Main Stories:**   * Jack and the Beanstalk * What the Ladybird Heard * Information Texts on Chicks |
| **Summer 1** | **There’s something yummy in my tummy!**  *What does it taste like?* | **Main Stories:**   * Handa’s Surprise * The Gingerbread Man * The Runaway Chapati | \*Miss Polly … … Hot cross buns… She sells sea-shells …  **Themed Songs**   * On top of spaghetti all covered in cheese * Pizza Hut song * I like to eat – Super Simple Songs |
| **Summer 2** | **Hop Aboard!**  *How shall we get there?* | **Main Stories:**   * The Train Ride * Naughty Bus * The Three Little Pigs (focus on which machines/vehicles you would need to build the houses) * Transport information books | The Grand old Duke of York…Sing a song ox sixpence… Old King Cole… There was a princess long ago, The wheels on the bus Down by the station, A pirate went to sea, sea…Wheels on the bus.  **Themed Songs**   * We All Go Traveling By - Barefoot Books Singalong * Dump Truck Disco - Barefoot Books Singalong * Driving in My Car - Super Simple Songs * Transportation Song - The Singing Walrus * Alphabet Transport -ABC Transportation Song for Kids - Learn Vehicles, Phonics and Alphabet ABCs |