



# **Peover Superior Primary School EYFS Curriculum**



## Early Years – Understanding the World (Geography)

<b>Reception</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>	<b>Early Learning Goal</b>
<b>Topic/Key Question:</b>	<i>What are the signs of Autumn?</i>	<i>Where in the world do I live? What are the signs of Spring?</i>	<i>How is Peover different to Southport? Signs of Summer?</i>	<b>PCC- People, Culture and Communities</b>
<b>Early Learning Goals</b>  <b>Key</b> <b>PCC- People, Culture and Communities</b>  <b>NW- The Natural World</b>  <b>Development Matters Guidance</b>  <b>Key</b> <b>R- Children in Reception will be learning to:</b>  <b>3 &amp; 4- 3 and 4-year-olds will be learning to:</b>  <b>Birth to three- Babies, toddlers and young children will be learning to:</b>	<p>R- Explore the natural world around them.</p> <p>R- Describe what they see, hear and feel outside.</p> <p>3 &amp; 4- Talk about what they see, using a wide vocabulary.</p> <p>Birth to three- Explore and respond to different natural phenomena in their setting and on trips.</p>	<p>R- Draw information from a simple map.</p> <p>R- Recognise some similarities and differences between life in this country and life in other countries.</p> <p>3 &amp; 4- Continue to develop positive attitudes about the differences between people.</p> <p>3 &amp; 4- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p>	<p>R- Recognise some environments that are different to the one in which they live.</p> <p>R- Understand the effect of changing seasons on the natural world around them.</p>	<p><i>PCC- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</i></p> <p><i>PCC- 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</i></p> <p><i>PCC- Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and (where appropriate) maps</i></p> <p><b>NW- The Natural World</b></p> <p><i>NW- Explore the natural world around them, making observations and drawing pictures of animals and plants</i></p> <p><i>NW- 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</i></p> <p><i>NW- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</i></p>

<p><b>Suggested activities from Development Matters</b></p>	<p>Provide interesting natural environments for children to explore freely outdoors.</p> <p>Encourage children to talk about what they see.</p> <p>Model observational and investigational skills. Ask out loud: "I wonder if...?"</p> <p>Plan and introduce new vocabulary, encouraging children to use it to discuss their findings and ideas.</p> <p>Provide children with have frequent opportunities for outdoor play and exploration.</p> <p>Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</p> <p>Create opportunities to discuss how we care for the natural world around us.</p>	<p>Practitioners can create books and displays about children's families around the world, or holidays they have been on. Encourage children to talk about each other's families and ask questions.</p> <p>Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.</p> <p>Familiarise children with the name of the road, and or village/town/city the school is located in.</p> <p>Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features.</p> <p>Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.</p> <p>Teach children about places in the world that contrast with locations they know well.</p> <p>Use relevant, specific vocabulary to describe contrasting locations.</p>	<p>Teach children about a range of contrasting environments within both their local and national region.</p> <p>Model the vocabulary needed to name specific features of the world, both natural and made by people.</p> <p>Share non-fiction texts that offer an insight into contrasting environments.</p> <p>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</p> <p>Offer opportunities to sing songs and join in with rhymes and poems about the natural world.</p>	
<p><b>Vocabulary</b></p>	<p>Local Place Seasons</p>	<p>Map World Globe</p>	<p>Map World Globe</p>	

	Weather Countryside Rural Forest/woodland Field Park Building (farm, house, school) Road	Environment Continent Country City Capital city (London) Town Village Ocean	Countries Environment Changes Weather Seasons Human features- shops, schools, roads, buildings Physical- fields, river, pond, lake	
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## Early Years – Understanding the World (History)

<u>Reception</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>	<b><u>Early Learning Goal</u></b>
<b>Topic/Key Question:</b>	<b><i>Who am I? Who is in my family? Who can help me in the community?</i></b>	<b><i>Who is this person from the past? Why are they important?</i></b>	<b><i>What do these images/artefacts tell us about the past?</i></b>	<b>PP- Past and Present</b>
<b>Early Learning Goals</b>	R- Talk about members of their immediate family and community.	R- Comment on images of familiar situations in the past.	R- Comment on images of familiar situations in the past.	<i>PP- Talk about lives of the people around them and their role in society</i>
<b>Key PP- Past and Present</b>	R- Name and describe people who are familiar to them.	R- Compare and contrast characters from stories, including figures from the past.	R- Compare and contrast characters from stories, including figures from the past.	<i>PP - understand the past through settings, characters and events encountered in books read in class and storytelling.</i>
<b>Key R- Children in Reception will be learning to:</b>	3 & 4- Begin to make sense of their own life-story and family's history.	3 & 4- Begin to make sense of their own life-story and family's history.	3 & 4- Begin to make sense of their own life-story and family's history.	<i>PP - know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</i>
<b>Development Matters Guidance</b>	3 & 4 - Continue to develop positive attitudes about the differences between people	3 & 4 - Continue to develop positive attitudes about the differences between people	3 & 4 - Continue to develop positive attitudes about the differences between people	
<b>3 &amp; 4- 3 and 4-year-olds will be learning to:</b>				
<b>Birth to three- Babies, toddlers and young children will be learning to:</b>				
<b>Suggested Activities from Development Matters</b>	Ensure that resources reflect the diversity of life in modern Britain.	Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences.	Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past.	

	<p>Encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities.</p> <p>Answer their questions and encourage discussion. Suggestion: talk positively about different appearances, skin colours and hair types.</p> <p>Celebrate and value cultural, religious and community events and experiences.</p> <p>Using examples from real life and from books, show children how there are many different families.</p>	<p>Offer hands-on experiences that deepen children’s understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both women and men.</p> <p>Show images of familiar situations in the past, such as homes, schools, and transport.</p> <p>Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present.</p> <p>Feature fictional and non-fictional characters from a range of cultures and times in storytelling. Listen to what children say about them.</p>	<p>Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.</p> <p>Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children’s experiences with these themes.</p>	
<b>Vocabulary</b>	<p>History</p> <p>Family history (family tree)</p> <p>Lives</p> <p>A long time ago</p> <p>Same/different</p> <p>Change</p> <p>Past</p> <p>Now</p> <p>Future</p>	<p>Artefacts</p> <p>Important people from the past</p> <p>Past/present</p> <p>Same/different</p> <p>Past/now</p> <p>Old/modern</p> <p>Questioning</p> <p>Finding out</p>	<p>Changes</p> <p>Homes, schools, transport</p> <p>Past/old</p> <p>New/modern</p> <p>Past/present/future</p> <p>Order (chronological order)</p> <p>Same/different</p> <p>Personal history</p> <p>Positive attitude</p>	

## Early Years – Understanding the World (R.E)

<u>Reception</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>	<u>Early Learning Goal</u>
<b>Topic/Key Question:</b>	<b><i>What is Christianity? What is Christmas and how is it celebrated by Christians?</i></b>	<b><i>How do Christians believe the world was created? How can I care for the world?</i></b>	<b><i>What is a church? What events happen in a church?</i></b>	<b>PP- Past and Present</b>
<b>Early Learning Goals</b>	3 & 4 - Continue developing positive attitudes about the differences between people	3 & 4 - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	3 & 4 - Celebrate and value cultural, religious and community events and experiences.	<i>PP- Talk about lives of the people around them and their role in society</i>
<b>Key</b>	3 & 4 - Celebrate and value cultural, religious and community events and experiences.	R - Understand that some places are special to members of their community.	R - Recognise that people have different beliefs and celebrate special times in different ways	<i>PP - know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</i>
<b>PP- Past and Present</b>				<b>PCC – People, Culture and Communities</b>
<b>PCC – People, Culture and Communities</b>	R - Recognise that people have different beliefs and celebrate special times in different ways		R - Understand that some places are special to members of their community.	<i>PCC- 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</i>
<b>Key</b>				
<b>R- Children in Reception will be learning to:</b>				
<b>Development Matters Guidance</b>				
<b>3 &amp; 4- 3 and 4-year-olds will be learning to:</b>				
<b>Birth to three- Babies, toddlers and young children will be learning to:</b>				

<p><b>Suggested Activities from Development Matters</b></p>	<p>Encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities.</p> <p>Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible.</p> <p>Take children to places of worship and places of local importance to the community.</p>	<p>Use a diverse range of props, puppets, dolls and books to encourage children to notice and talk about similarities and differences.</p> <p>Invite visitors from different religious and cultural communities into the classroom to share their experiences with children.</p>	<p>Weave opportunities for children to engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year.</p> <p>Help children to begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others</p>	
<p><b>Vocabulary</b></p>	<p>People  Family/communities  Same/different  Religion/culture  Place of worship  Positive attitude  Belief/beliefs  Special</p> <p><b><u>Christianity (specific vocabulary)</u></b>  Christianity, Christians, God, Jesus, God’s love, creation, thankfulness, celebration, Bible, stories, Christmas, Easter, caring, weddings, baptisms.</p> <p><b><u>Light touch celebrations</u></b>  Chinese New Year, Diwali, Ramadan</p>			



## Early Years – Understanding the World (Science)

<u>Reception</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>	<u>Early Learning Goal</u>
<b>Topic/Key Question:</b>	<i>Can you name some different materials and their properties? What are seasons? What are the signs of Autumn and Winter time?</i>	<i>What do plants need to survive? What are the signs of Spring time?</i>	<i>Can you describe the forces – push and pull? What are the signs of Summer time?</i>	<b>NW- The Natural World</b>
<b>Early Learning Goals</b>  <b>Key NW – The Natural World</b>  <b>Key R- Children in Reception will be learning to:</b>  <b>Development Matters Guidance</b>  <b>3 &amp; 4- 3 and 4-year-olds will be learning to:</b>  <b>Birth to three- Babies, toddlers and young children will be learning to:</b>	3 & 4 - Use all their senses in hands-on exploration of natural materials.  3 & 4 - Explore collections of materials with similar and/or different properties  3 & 4 - Explore how things work  R - Explore the natural world around them.  R - Understand the effect of changing seasons on the natural world around them.	3 & 4- Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.  3 & 4 - Talk about the differences between materials and changes they notice.  3 & 4- Plant seeds and care for growing plants.  R - Understand the effect of changing seasons on the natural world around them.	3 & 4 – Explore and talk about different forces they can feel.  R - Explore the natural world around them.  R - Understand the effect of changing seasons on the natural world around them.	<i>NW- Explore the natural world around them, making observations and drawing pictures of animals and plants</i>  <i>NW- 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</i>  <i>NW- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</i>

<p><b>Suggested Activities from Development Matters</b></p>	<p>Provide equipment to support these investigations. Suggestions: magnifying glasses or a tablet with a magnifying app.</p> <p>Encourage children to talk about what they see. Model observational and investigational skills. Ask out loud: "I wonder if...?"</p> <p>Plan and introduce new vocabulary, encouraging children to use it to discuss their findings and ideas.</p>	<p>Provide mechanical equipment for children to play with and investigate. Suggestions: wind-up toys, pulleys, sets of cogs with pegs and boards.</p> <p>Show and explain the concepts of growth, change and decay with natural materials.</p> <p>Encourage children to refer to books, wall displays and online resources. This will support their investigations and extend their knowledge and ways of thinking.</p> <p>Provide children with opportunities to change materials from one state to another.</p> <p>Suggestions: • plant seeds and bulbs so children observe growth and decay over time • observe an apple core going brown and mouldy over time • help children to care for animals and take part in first-hand scientific explorations of animal life cycles, such as caterpillars or chick eggs</p>	<p>Draw children's attention to forces. Suggestions: • how the water pushes up when they try to push a plastic boat under it • how they can stretch elastic, snap a twig, but cannot bend a metal rod • magnetic attraction and repulsion</p> <p>Plan and introduce new vocabulary related to the exploration and encourage children to use it.</p> <p>Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water.</p> <p>Guide children's understanding by draw children's attention to the weather and seasonal features</p> <p>Explore how different materials sink and float.</p> <p>Explore how you can shine light through some materials, but not others. Investigate shadows.</p>	
<p><b>Vocabulary</b></p>	<p>Senses (taste, touch, smell, hear, see) Materials Natural and man-made Wood, plastic, metal, cotton/fabric, glass. Same/different</p>	<p>Life cycles Animals Plants Living things Care for the environment</p>	<p>Natural world Changing seasons – Autumn, Winter, Spring and Summer Weather – sunshine, rain, wind, thunder and lightning, snow and fog. Sink and float</p>	

	Rough, hard, soft, bendy, clear, smooth Changing seasons - Autumn, Winter, Spring and Summer	Plants - seed, stem, leaf, flower, water, sunlight. Changing seasons - Autumn, Winter, Spring and Summer	Freeze and melt Sounds - vibrations Light, dark and shadows	
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## Early Years – Expressive Arts and Design (Art and DT)

<u>Reception</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>	<u>Early Learning Goal</u>
<b>Topic/Key Question:</b>	<i>Creating with Materials</i> <i>Safely use and explore a variety of materials. Junk modelling with recycled materials.</i> <i>Exploring primary colours and colour mixing.</i>	<i>Collages</i> <i>Junk Modelling</i> <i>Designing a product before they begin, understanding their purpose beforehand</i> <i>Printing with inks.</i>	<i>Creating with Materials</i> <i>Simple joining skills with threading and simple sewing.</i> <i>Artistic variations of drawing (chalk, paint, crayons)</i> <i>Painting under the sea pictures</i>	<b>CWM – Creating with Materials</b>  <i>CWM – Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i>  <i>CWM - Make use of props and materials when role playing characters in narratives and stories.</i>  <i>CWM - Share their creations, explaining the process they have used.</i>
<b>Early Learning Goals</b>  <b>Key</b> <b>CWM – Creating with Materials</b>  <b>BIE – Being Imaginative and Expressive</b>  <b>Development Matters Guidance</b>  <b>Key</b> <b>R- Children in Reception will be learning to:</b>  <b>3 &amp; 4- 3 and 4-year-olds will be learning to:</b>	R- Explore, use and refine a variety of artistic effects to express their ideas and feelings.  3 & 4 - Explore colour and colour-mixing.  3 & 4 - Draw with increasing complexity and detail, such as representing a face with a circle and including details.	R - Explore, use and refine a variety of artistic effects to express their ideas and feelings.  3 & 4 - Develop their own ideas and then decide which materials to use to express them.  3 & 4 - Join different materials and explore different textures  3 & 4 - Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc	R - Explore, use and refine a variety of artistic effects to express their ideas and feelings.  R - Return to and build on their previous learning, refining ideas and developing their ability to represent them.  R - Create collaboratively, sharing ideas, resources and skills.  3 & 4 - Join different materials and explore different textures	

<p><b>Suggested Activities from Development Matters</b></p>	<p>Encourage children to draw from their imagination and observation.</p> <p>Help children to add details to their drawings by selecting interesting objects to draw, and by pointing out key features to children and discussing them.</p> <p>Talk to children about the differences between colours.</p> <p>Help them to explore and refine their colour mixing – for example: “How does blue become green?”</p>	<p>Offer opportunities to explore scale. Suggestions: • long strips of wallpaper • child size boxes • different surfaces to work on e.g., paving, floor, table top or easel</p> <p>Listen and understand what children want to create before offering suggestions.</p> <p>Introduce children to the work of artists from across times and cultures. Help them to notice where features of artists’ work overlap with the children’s, for example in details, colour, movement or line.</p>	<p>Provide opportunities to work together to develop and realise creative ideas.</p> <p>Provide children with a range of materials for children to construct with.</p> <p>Encourage them to think about and discuss what they want to make. Discuss problems and how they might be solved as they arise. Reflect with children on how they have achieved their aims.</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> <p>Provide a range of materials and tools and teach children to use them with care and precision. Promote independence, taking care not to introduce too many new things at once.</p>	
<p><b>Vocabulary</b></p>	<p>Create, primary colours, colour mixing, painting, drawing, gluing, sticking, artwork.  Twist, wrap and weave, materials, texture.  Retelling, stories, Helicopter Stories, imagination, story setting/characters.  Dance, ribbon, fabric.</p>			

## Early Years – Expressive Arts and Design (Music)

<u>Reception</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>	<u>Early Learning Goal</u>
<b>Topic/Key Question:</b>	<i>Listening and singing - Can you sing nursery rhymes and familiar songs matching the pitch and melody?</i>	<i>Playing instruments - Can you move along to the beat of music? Can you move and express feelings about music?</i>	<i>Performing - Can you perform a story, dance or piece of music?</i>	<b>BIE – Being Imaginative and Expressive</b>
<b>Early Learning Goals</b>  <b>Key</b>  <b>BIE – Being Imaginative and Expressive</b>  <b>Development Matters Guidance</b>  <b>Key</b> <b>R- Children in Reception will be learning to:</b>  <b>3 &amp; 4- 3 and 4-year-olds will be learning to:</b>	<p>R- Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>3 &amp; 4 - Remember and sing entire songs.</p> <p>3 &amp; 4 - Play instruments with increasing control to express their feelings and ideas.</p>	<p>R - Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>R - Develop storylines in their pretend play.</p> <p>3 &amp; 4 - Sing the pitch of a tone sung by another person ('pitch match').</p> <p>3 &amp; 4 - Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>R - Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>R - Explore and engage in music making and dance, performing solo or in groups.</p> <p>3 &amp; 4 - Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p><i>BIE - Sing a range of well-known nursery rhymes and songs.</i></p> <p><i>BIE - Invent, adapt and recount narratives and stories with peers and their teacher</i></p> <p><i>BIE - Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</i></p>
<b>Suggested Activities from Development Matters</b>	Use songs with and without words – children may pitch-match more easily without words. Try using one-syllable sounds such as 'ba'.	<p>Play pitch-matching games, humming or singing short phrases for children to copy</p> <p>Sing slowly, so that children can listen to the words and the melody of the song.</p>	<p>Encourage children to create their own music.</p> <p>Encourage children to replicate choreographed dances, such as pop songs and traditional dances from around the world.</p>	

	<p>Clap or tap to the pulse of songs or music and encourage children to do this.</p> <p>Offer children a wide range of different instruments, from a range of cultures. This might also include electronic keyboards and musical apps on tablets.</p> <p>Play, share and perform a wide variety of music and songs from different cultures and historical periods.</p>	<p>Give children an insight into new musical worlds. Introduce them to different kinds of music from across the globe, including traditional and folk music from Britain</p>	<p>Encourage children to choreograph their own dance moves, using some of the steps and techniques they have learnt.</p> <p>Offer opportunities for children to go to a live performance, such as a pantomime, play, music or dance performance.</p> <p>Play, share and perform a wide variety of music and songs from different cultures and historical periods</p>	
<b>Vocabulary</b>	<p>Music, songs, nursery rhymes, poems, sing, play, listen, instruments, keyboards, drums, percussion. Pitch, pitch-matching, tempo, melody, rhythm, clap, pulse, syllables.</p>			

**Early Years – Communication and Language**

<u>Reception</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>	<b><u>Early Learning Goal</u></b>
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<p><b>Early Learning Goals</b></p> <p><u>Key</u></p> <p>LAU – Listening, Attention and Understanding S – Speaking</p> <p><b>Development Matters Guidance</b></p> <p><u>Key</u></p> <p>R- Children in Reception will be learning to:</p> <p>3 &amp; 4- 3 and 4-year-olds will be learning to:</p>	<p>R- Understand how to listen carefully and why listening is important.</p> <p>R- Engage in story times.</p> <p>R – Use new vocabulary.</p> <p>R - Engage in non-fiction books.</p> <p>R - Listen to and talk about stories to build familiarity and understanding.</p> <p>3 &amp; 4- Enjoy listening to longer stories and can remember much of what happens.</p> <p>3 &amp; 4 - Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>3 &amp; 4 - Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.</p> <p>3 &amp; 4 - Understand a question or instruction that has two parts</p>	<p>R – Ask questions to find out more and to check they understand what has been said to them.</p> <p>R - Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p>R - Learn rhymes, poems and songs.</p> <p>R – Use new vocabulary.</p> <p>R - Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>3 &amp; 4 - Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>3 &amp; 4 - Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</p>	<p>R - Articulate their ideas and thoughts in well-formed sentences.</p> <p>R - Connect one idea or action to another using a range of connectives.</p> <p>R – Use new vocabulary.</p> <p>R - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>R - Use new vocabulary in different contexts.</p> <p>R - Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen</p> <p>3 &amp; 4 - Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p>	<p><b>LAU – Listening, Attention and Understanding</b></p> <p><i>LAU - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</i></p> <p><i>LAU - 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.</i></p> <p><i>LAU - Make comments about what they have heard and ask questions to clarify their understanding.</i></p> <p><b>S – Speaking</b></p> <p><i>S - 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.</i></p> <p><i>S - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</i></p> <p><i>S - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</i></p>
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<p><b>Suggested Activities from Development Matters</b></p>	<p>Extend children’s vocabulary, explaining unfamiliar words and concepts and making sure children have understood what they mean through stories and other activities.</p> <p>Provide children with a rich language environment by sharing books and activities with them.</p> <p>Promote and model active listening skills.</p> <p>Read aloud books to children that will extend their knowledge of the world and illustrate a current topic.</p>	<p>Offer children lots of interesting things to investigate, like different living things. This will encourage them to ask questions.</p> <p>Think out loud, ask questions to check your understanding; make sure children can answer who, where and when questions before you move on to why and ‘how do you know’ questions.</p> <p>Select traditional and contemporary poems and rhymes to read aloud to children.</p>	<p>Model language that promotes thinking and challenges children</p> <p>Open-ended questions like “I wonder what would happen if....?” encourage more thinking and longer responses. Sustained shared thinking is especially powerful.</p> <p>Instead of correcting, model accurate irregular grammar such as past tense, plurals, complex sentences.</p> <p>Extend their thinking: “You’ve thought really hard about building your tower, but how will you stop it falling down?”</p> <p>Encourage children to talk about a problem together and come up with ideas for how to solve it.</p>	
<p><b>Vocabulary</b></p>	<p><i>See vocabulary linked to other curriculum areas.</i></p>			

## Early Years – Personal, Social and Emotional

<u>Reception</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>	<u>Early Learning Goals</u>
<b>Topic/Key Question:</b>	<i><b>PSHE curriculum - Self-Awareness, Self-Management and Wellbeing.</b></i>	<i><b>PSHE curriculum – Social Awareness and Relationship Skills</b></i>	<i><b>PSHE curriculum - Responsible Decision Making and Living in the Wider World.</b></i>	<b>SR – Self – Regulation</b>
<b>Early Learning Goals</b>	3 & 4 - Develop their sense of responsibility and membership of a community.	3 & 4 - Develop their sense of responsibility and membership of a community.	R - See themselves as a valuable individual.	<i>SR - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</i>
<b>Key</b>	3 & 4 - Become more outgoing with unfamiliar people, in the safe context of their setting.	3 & 4 - Find solutions to conflicts and rivalries.	R - Show resilience and perseverance in the face of challenge.	<i>SR - 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.</i>
<b>SR – Self – Regulation</b>	3 & 4 - Show more confidence in new social situations.	3 & 4 - Remember rules without needing an adult to remind them.	R - Identify and moderate their own feelings socially and emotionally.	<i>SR - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</i>
<b>MS – Managing Self</b>	3 & 4 - Play with one or more other children, extending and elaborating play ideas.	3 & 4 - Develop appropriate ways of being assertive.	R - Think about the perspectives of others	<b>MS – Managing Self</b>
<b>BR – Building Relationships</b>	3 & 4 - Increasingly follow rules, understanding why they are important.	3 & 4 - Understand gradually how others might be feeling.	R - Know and talk about the different factors that support their overall health and wellbeing	<i>MS - Explain the reasons for rules, know right from wrong and try to behave accordingly</i>
<b>Development Matters Guidance</b>	R - Manage their own needs.	R - Build constructive and respectful relationships.		<i>MS - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</i>
<b>Key</b>		R - Express their feelings and consider the feelings of others		
<b>R- Children in Reception will be learning to:</b>		R - Identify and moderate their own feelings socially and emotionally.		
<b>3 &amp; 4- 3 and 4-year-olds will be learning to:</b>				
<b>Suggested Activities from</b>	Further resource and enrich children’s play, based on their interests.	Teach children ways of solving conflicts. Suggestion: model how to listen	Take opportunities in class to highlight a child’s interests, showing you know them and about them.	<i>MS - Be confident to try new activities and show independence, resilience</i>

<p><b>Development Matters</b></p>	<p>Explain why we have rules and display a small number of necessary rules visually as reminders.</p> <p>Widen the range of activities that children feel confident to take part in, outdoors and inside. Model inviting new activities that encourage children to come over and join in</p> <p>Notice children who find it difficult to play. They may need extra help to share and manage conflicts. You could set up play opportunities in quiet spaces for them, with just one or two other children. You may need to model positive play and co-operation.</p>	<p>to someone else and agree a compromise.</p> <p>Model ways that you calm yourself down, such as stopping and taking a few deep breaths. This can help children to learn ways to calm themselves.</p> <p>Help children explore situations from different points of view. Talk together about how others might be feeling.</p> <p>Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary. Help and reassure them when they are distressed, upset or confused.</p> <p>Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.</p>	<p>Help them to develop problem-solving skills by talking through how they, you and others resolved a problem or difficulty. Show that mistakes are an important part of learning and going back is trial and error not failure.</p> <p>Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on.</p> <p>Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</p> <p>Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.</p>	<p><i>and perseverance in the face of challenge.</i></p> <p><b>BR - Form positive attachments to adults and friendships with peers</b></p> <p><i>BR - Form positive attachments to adults and friendships with peers</i></p> <p><i>BR - Show sensitivity to their own and to others' needs</i></p> <p><i>BR - Work and play cooperatively and take turns with others</i></p>
<p><b>Vocabulary</b></p>	<p>Health, unhealthy, exercise, behaviour, individual, goals, achievements, interests, likes/dislikes, help, feelings, mental health/well-being, happy, sad, angry, calm, worried, confused (link to Colour monster),</p> <p>Relationships, family, friendship, trusted adults, keeping safe, online secret, surprises, right/wrong, road Safety, routine, turn taking, sharing, problem solving, helping, kindness.</p> <p>Rules, positive behaviour, values, special, people, friend, money, respect, community, people who help us, emergency.</p> <p><u>RSE Vocabulary (Growing and changing)</u>  <i>I like, I don't like, I need the toilet, hygiene, clean, wash, safe, healthy, boy, girl, family, friend, relationship.</i></p>			

## Early Years – Physical Development

<u>Reception</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>	<u>Early Learning Goals</u>
<p><b>Topic/Key Question:</b></p> <p><i>Multi-skills – running, jumping, galloping, ball handling: rolling, throwing, aiming and catching</i></p> <p><i>Gymnastics (no equipment)</i></p>	<p><i>Multi-skills – running, jumping, galloping, ball handling: rolling, throwing, aiming and catching</i></p> <p><i>Gymnastics (no equipment)</i></p>	<p><i>Dance - spatial awareness and hand-eye coordination, action rhymes, musicality and dancing to known songs</i></p> <p><i>Multi-skills – ball skills: throwing and catching, coordination and static balance</i></p>	<p><i>Multi-skills (athletics focus)– running, jumping and skipping</i></p> <p><i>Gymnastics – balancing on and climbing on equipment</i></p>	<p><b>GM – Gross Motor Skills</b></p> <p><i>GM - Negotiate space and obstacles safely, with consideration for themselves and others.</i></p> <p><i>GM - Demonstrate strength, balance and coordination when playing.</i></p> <p><i>GM - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</i></p> <p><b>FM – Fine Motor Skills</b></p> <p><i>FM - Use a range of small tools, including scissors, paintbrushes and cutlery</i></p> <p><i>FM - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</i></p> <p><i>FM - Begin to show accuracy and care when drawing.</i></p>
<p><b>Early Learning Goals</b></p> <p><b>Key</b></p> <p><b>GM – Gross Motor Skills</b></p> <p><b>FM – Fine Motor Skills</b></p> <p><b>Development Matters Guidance</b></p> <p><b>Key</b></p> <p><b>R- Children in Reception will be learning to:</b></p> <p><b>3 &amp; 4- 3 and 4-year-olds will be learning to:</b></p>	<p>3 &amp; 4 - Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>3 &amp; 4 - Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>3 &amp; 4 - Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>3 &amp; 4 - Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>3 &amp; 4 - Show a preference for a dominant hand.</p> <p>R - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>3 &amp; 4 - Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>3 &amp; 4 - Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>3 &amp; 4 - Use a comfortable grip with good control when holding pens and pencils.</p> <p>3 &amp; 4 - Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>R - Progress towards a more fluent style of moving, with developing control and grace</p> <p>R - Further develop the skills they need to manage the school day successfully</p>	<p>R - Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>R - Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>R - Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>R - Develop overall body-strength, balance, co-ordination and agility.</p>	

	R - Further develop the skills they need to manage the school day successfully			
<b>Suggested Activities from Development Matters</b>	<p>Encourage children to paint, chalk or make marks with water on large vertical surfaces.</p> <p>Explain why safety is an important factor in handling tools and moving equipment and materials. Have clear and sensible rules for everybody to follow.</p> <p>Give children regular, sensitive reminders about correct posture</p> <p>Carefully explain some of the rules of lining up and queuing, such as not standing too close or touching others. Give children simple verbal and visual reminders</p> <p>Teach and model for children how to eat with good manners in a group, taking turns and being considerate to others.</p>	<p>Encourage children to transfer physical skills learnt in one context to another one.</p> <p>Lead movement-play activities when appropriate. These will challenge and enhance children’s physical skills and development – using both fixed and flexible resources, indoors and outside.</p> <p>Model the vocabulary of movement – ‘gallop’, ‘slither’ – and encourage children to use it. Also model the vocabulary of instruction – ‘follow’, ‘lead’, ‘copy’ – and encourage children to use it.</p> <p>Challenge children with further physical challenges when they are ready, such as climbing higher, running faster and jumping further.</p>	<p>Offer children activities to develop and further refine their small motor skills.</p> <p>Regularly review the equipment for children to develop their small motor skills. Is it appropriate for the different levels of skill and confidence of children in the class? Is it challenging for the most dexterous children?</p> <p>Teach and model correct letter formation.</p> <p>Continuously check the process of children’s handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</p> <p>Introduce children to balls games with teams, rules and targets when they have consolidated their ball skills.</p> <p>Encourage children to use a range of equipment. These might include: wheeled toys, wheelbarrows, tumbling mats, ropes to pull up on, spinning cones, tunnels, tyres, structures to jump on/off, den-making materials, logs and planks to balance on, A-frames and ladders,</p>	

			climbing walls, slides and monkey bars.	
<b>Vocabulary</b>	<p><u>Gross motor vocabulary</u> Walking, running, rolling, crawling, hopping, skipping, climbing, balancing, movement, heart rate, temperature, physical health, exercise, warm up, cool down, apparatus, obstacle course, safety, direction.</p> <p><u>Fine motor vocabulary</u> Cut, stick, thread, tie, glue, secure, fold, roll a ball/sausage (Dough Disco), knife/fork/spoon, pencil grip, posture, handwriting, letter formation.</p> <p><u>Self-Care Vocabulary</u> Physical activity, exercise, healthy eating, toothbrushing, screen time, good sleep routine, hygiene, hand washing, toileting, dressing/undressing, road safety, online safety.</p>			

## Early Years – Literacy

<u>Reception</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>	<u>Early Learning Goals</u>
<p><b>Early Learning Goals</b></p> <p><u>Key</u></p> <p>C – Comprehension</p> <p>WR – Word Reading</p> <p>W – Writing</p> <p><b>Development Matters Guidance</b></p> <p><u>Key</u></p> <p>R- Children in Reception will be learning to:</p> <p>3 &amp; 4- 3 and 4-year-olds will be learning to:</p>	<p>3 &amp; 4 - Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother</p> <p>3 &amp; 4 - Engage in extended conversations about stories, learning new vocabulary.</p> <p>3 &amp; 4 - Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.</p> <p>3 &amp; 4 - Write some or all of their name.</p> <p>3 &amp; 4 - Write some letters accurately.</p> <p>R - Read individual letters by saying the sounds for them.</p> <p>R - Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p>	<p>R - Read some letter groups that each represent one sound and say sounds for them.</p> <p>R - Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>R - Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words.</p>	<p>R - Form lower-case and capital letters correctly</p> <p>R - Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>R - Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>R - Re-read what they have written to check that it makes sense.</p>	<p><b>C – Comprehension</b></p> <p><i>C - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play</i></p> <p><i>C - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</i></p> <p><i>C - Anticipate (where appropriate) key events in stories</i></p> <p><b>WR – Word Reading</b></p> <p><i>WR - Read words consistent with their phonic knowledge by sound-blending</i></p> <p><i>WR - Say a sound for each letter in the alphabet and at least 10 digraphs</i></p> <p><b>W – Writing</b></p> <p><i>W - Write simple phrases and sentences that can be read by others</i></p>

<p><b>Suggested Activities from Development Matters</b></p>	<p>Motivate children to write by providing opportunities in a wide range of ways. Suggestions: clipboards outdoors, chalks for paving stones, boards and notepads in the home corner.</p>	<p>Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge. Do not include words that include letter-sound correspondences that children cannot yet read, or exception words that have not been taught. Children should not be required to use other strategies to work out words.</p>	<p>Model how you read and re-read your own writing to check it makes sense.</p> <p>Teach formation as they learn the sounds for each letter using a memorable phrase, encouraging an effective pen grip. When forming letters, the starting point and direction are more important at this stage than the size or position of the letter on a line.</p>	<p><i>W - Spell words by identifying sounds in them and representing the sounds with a letter or letters</i></p> <p><i>W - Write recognisable letters, most of which are correctly formed</i></p>
<p><b>Vocabulary</b></p>	<p>Phonics  Digraphs  Trigraphs  Tricky words  Sound, letters, words, sentence  Initial sounds  Syllables  Rhymes  Books – poems, rhymes, stories, information books  Author, illustrator  Vocabulary linked to a wide range of texts  Forms of writing – lists, labels, captions, stories, postcards, instructions, information books.</p>			



## Early Years – Mathematics

<u>Reception</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>	<u>Early Learning Goals</u>
<p><b>Early Learning Goals</b></p> <p><u>Key</u></p> <p>N – Number</p> <p>NP – Number Patterns</p> <p><b>Development Matters Guidance</b></p> <p><u>Key</u></p> <p>R- Children in Reception will be learning to:</p> <p>3 &amp; 4- 3 and 4-year-olds will be learning to:</p>	<p><b>NCETM Mastering Number</b></p> <p>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p> <p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>• identify when a set can be subitised and when counting is needed</li> <li>• subitise different arrangements, both unstructured and structured, including using the Hungarian number frame</li> <li>• make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills</li> <li>• spot smaller numbers ‘hiding’ inside larger numbers</li> <li>• connect quantities and numbers to finger patterns and explore</li> </ul>	<p><b>NCETM Mastering Number</b></p> <p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p> <p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>• continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals</li> <li>• begin to identify missing parts for numbers within 5</li> <li>• explore the structure of the numbers 6 and 7 as ‘5 and a bit’ and connect this to finger patterns and the Hungarian number frame</li> <li>• focus on equal and unequal groups when comparing numbers</li> </ul> <p>understand that two equal groups can be called a ‘double’ and connect this to finger patterns</p> <ul style="list-style-type: none"> <li>• sort odd and even numbers according to their ‘shape’</li> <li>• continue to develop their understanding of the counting sequence</li> </ul>	<p><b>NCETM Mastering Number</b></p> <p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>• continue to develop their counting skills, counting larger sets as well as counting actions and sounds</li> <li>• explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame</li> <li>• compare quantities and numbers, including sets of objects which have different attributes</li> <li>• continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2</li> </ul> <p>begin to generalise about ‘one more than’ and ‘one less than’ numbers within 10</p> <ul style="list-style-type: none"> <li>• continue to identify when sets can be subitised and when counting is necessary</li> </ul>	<p><b>N – Number</b></p> <p><i>N - 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</i></p> <p><i>N - Have a deep understanding of number to 10, including the composition of each number</i></p> <p><i>N - Subitise (recognise quantities without counting) up to 5</i></p> <p><b>NP – Number Patterns</b></p> <p><i>NP - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</i></p> <p><i>NP - Verbally count beyond 20, recognising the pattern of the counting system</i></p> <p><i>NP - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</i></p>

	<p>different ways of representing numbers on their fingers</p> <ul style="list-style-type: none"> <li>• hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number</li> <li>• develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds</li> <li>• compare sets of objects by matching</li> <li>• begin to develop the language of 'whole' when talking about objects which have parts</li> </ul>	<p>and link cardinality and ordinality through the 'staircase' pattern</p> <ul style="list-style-type: none"> <li>• order numbers and play track games</li> <li>• join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers</li> </ul>	<ul style="list-style-type: none"> <li>• develop conceptual subitising skills including when using a rekenrek</li> </ul>	
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