**Swain House Primary School EYFS Centric Curriculum**

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| **Intent:**  At Swain House Primary School we offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning. Our adults are passionate about providing our children with the very best early education and are specialists in nurturing the children and supporting them to develop a curiosity and love of learning. Our curriculum is bespoke and builds upon our children’s life experiences, to provide them with the skills and knowledge they need to aspire, believe, preserve and achieve.  It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others. We understand that play is an integral part of learning and this is at the heart of our Early Years curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils.  We are proud members of the diverse Swain House community and so our relationships with parents are key. We will work alongside our families to support their children in developing their individual characters and shaping them into good citizens. We recognise the crucial role that Early Years education has to play in providing firm foundations upon which the rest of a child’s education is successfully based and will ensure that our children have the best and most enjoyable learning experience in Early Years and are fully prepared for their learning in Key Stage 1 and beyond.  **Implementation:** At Swain House Primary School we meet the requirements set in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children at all times. We have created an environment that promotes independence in all areas of learning, which includes children learning to zip up their own coats and maintaining a safe learning environment where children show respect towards their peers and other adults. All adults have high expectations and promote resilience, manners and social etiquette. Children are exposed to a range of different social situations so they are able to interact with others with kindness and consideration.  Many of our children have developing language and communication needs on entry to Swain House so we prioritise creating a ‘language rich’ environment through the use of songs, nursery rhymes, stories, British Sign Language (BSL) and providing uninterrupted time for quality interactions between adults and peers. Quality trained staff ensure that interactions are positive and progressive, allowing children to flourish and learn words at pace in order to become confident communicators. The children are encouraged to become early readers through the enjoyment of books and the systematic teaching of phonics. This is supplemented with lots of fun reading opportunities, involving other members of the school community and parents. We provide the children with a bank of stories which they get to know really well which form the basis of their understanding of what a story is and how it is structured. We can then build upon this to support the children in creating their own stories.  We want our children to become confident mathematicians who can apply what they have learnt to real life contexts. We follow the foundations of NCETM Mastering Number where we value children’s deep understanding of the number system. We follow a mastery approach so that children leave the phase with a solid foundation in the ‘numberness’ of number and can use mathematical language to confidently talk and solve problems. Children are given the opportunities to apply their mathematical learning in real life-context through quality provision.  Our children often have quite limited experiences of other cultures, different families and physical differences, so we build on this to provide a deep and life-long appreciation of others’ lives, outlooks, cultures and differences by exploring and celebrating them. Staff are excellent role-models of behaviour and guide the children through the intricacies of social etiquette, such as the appropriate use of language in social situations, good manners and social rules at meal-times and around school. We support our children to develop crucial life-skills, such as food preparation, using a knife and fork plus an awareness of road safety and stranger-danger. We also develop the children’s understanding of routines in school and support the wider family to develop healthy approaches to bed, screen and meal-times so that children are refreshed and ready for learning every day.  Our children often come to us with limited play experiences and an increased skillset in technology. We have therefore created our learning environment to enable our children to strengthen their core muscles through physical play; children spend time outdoors in their natural environment in all weathers. They develop skills and understanding of their world through investigative, exploratory and sensory experiences in our indoor and outdoor provision. Our learning environment is adaptable in order to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play.  The curriculum is taught through themes which are enriched with classroom enhancements, trips and visitors. Topics are supported by quality key texts. These are chosen carefully to encourage children's speech, language and communication development. All planning however, is flexible and responsive to children’s needs so plans are changed and adapted depending on children’s interests. Our environment promotes managed risk-taking to develop resilience and a ‘have-a-go’ attitude.  We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school.  Parents receive information each half term to inform them of what their child is learning and to explain how they can support this at home. This will be in the form of curriculum newsletters, Facebook updates, Marvellous me badges and messages, Parents App notifications, online learning journals (Tapestry) and parents’ evenings. Parents also regularly engage in conversations at drop-off and pick-up times and are invited to a range of events throughout the year such as biscuits and books, performances and craft sessions.  As part of the teaching and learning process, children are assessed in relation to their progress within each phase and towards the Early Learning Goals at the end of Reception. These judgements are made on the basis of accumulative observational practice and in-depth knowledge of the children acquired through ongoing observation, interaction and assessment. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year to ensure progress and to ensure swift intervention where necessary. For instances when progress is slower than expected, we track smaller steps of progress using an Early Years Developmental Journal and work closely with the school SENCO, parents and outside agencies to ensure the children receive the support they need to remain on their journey of progression.  **Impact:**  Our Early Years unit approach ensures that children moving from Little Acorns to Great Oak and Great Oak to Reception are equipped with the skills they need for a smooth transition. We are consistent in our routines and expectations across the phase and children respond to all adults and show positive behaviour and attitude towards their learning.  Our curriculum and its delivery ensure that all our children make good progress from their own starting points. During their time with us, most children make good or better progress towards the national expectation for a good level of development (ELG) at the end of the year. Pupils also make good progress toward their age-related expectations both academically and socially, developing a sense of themselves before transitioning into Year One.  As a result of the focus we have on Communication & Language, most of our children develop language skills rapidly, also learning the social aspects of interaction, such as manners and language appropriate to different situations. We support them with the language needed to express their feelings and regulate their emotions.  We provide our children with a solid model of appropriate behaviours and relationships, based on kindness and respect, which supports their social and behavioural development, to help them become successful members of the school community. They develop their characteristics of learning and are able to apply their knowledge to a range of situations making links and explaining their ideas and understanding. They are confident to take risks and discuss their successes and next steps with peers and adults drawing on their experiences to improve or adjust what they are doing.  We believe our high standards are due to our carefully planned environment, enriched play-based curriculum, quality first teaching and the rigour of assessment.  **Typical Nursery and Reception children**  This guide provides an outline description for each aspect of learning indicating what learning a typical child will be exposed to in Nursery (0-3), Nursery (3-4) and Reception. This guides, but does not replace, professional judgement and, of course, must not to be used as a tick list when planning or making judgements for a best fit approach. |

**LITTLE ACORNS NURSERY - COMMUNICATION AND LANGUAGE**

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|  |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Communication and Language** | **Nursery Knowledge and Skills**  **(0-3)** | Gaze at faces, copying facial expressions and movements like sticking out their tongue.  Accurately locate the source of a familiar person’s voice, such as their key person or a parent.  Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling).  Babble, using sounds like ‘baba’, ‘mamama’.  Reach or point to something they want while making sounds. | Enjoy singing, music and toys that make sounds.  Recognise and are calmed by a familiar and friendly voice.  Use gestures like waving and pointing to communicate.  Recognise and point to objects if asked about them. | Make eye contact for longer periods.  Watch someone’s face as they talk.  Copy what adults do, taking ‘turns’ in conversations (through babbling) and activities.  Try to copy adult speech and lip movements.  Copy your gestures and words.  Understand single words in context – ‘cup’, ‘milk’, ‘daddy’.  Understand frequently used words such as ‘all gone’, ‘no’ and ‘bye-bye’. | Listen and respond to a simple instruction.  Use intonation, pitch and changing volume when ‘talking’.  Understand simple instructions like “give to nanny” or “stop”.  Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’.  Identify familiar objects and properties for practitioners when they are described: for example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’. | Generally focus on an activity of their own choice and find it difficult to be directed by an adult.  Listen to other people’s talk with interest but can easily be distracted by other things.  Make themselves understood and can become frustrated when they cannot.  Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’. | Start to say how they are feeling, using words as well as actions.  Start to develop conversation, often jumping from topic to topic.  Use the speech sounds p, b, m, w.  Pronounce:  l/r/w/y /  f/th  s/sh/ch/dz/j  multi-syllabic words such as ‘banana’ and ‘computer’.  Listen to simple stories and understand what is happening, with the help of the pictures.  Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’). |

**GREAT OAK NURSERY - COMMUNICATION AND LANGUAGE**

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|  |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Communication and Language** | **Nursery Knowledge and Skills**  **(3-4)** | *Identify familiar objects and properties for practitioners when they are described. For example, “Katies coat”, “blue car”, “shiny apple”.*  *Listens to simple stories and understand what is happening with the help of the pictures.*  *Develop pretend play such as putting the baby to sleep or driving the car to the shops.*  *Understand simple questions about who, what and where but generally not why.*  *Listen to other peoples talk with interest, but can easily be distracted by other things.*  Sing a large repertoire of songs  Uses a wider range of vocabulary  Follow a simple instruction with one part such as ‘get your coat’.  Give eye contact when speaking and being spoken to | *Start to say how they are feeling, using words as well as actions..*  Use longer sentences of 4-6 words.  Develop their communication, but may continue to have problems with irregular tenses and plurals such as runed for ran and swimed for swam  Develop their pronunciation but may have problems saying: some sounds: r ,j , th,. ch, sh and multisyllabic words such pterodactyl, planetarium, hippopotamus. | Understand a question or instruction that has 2 parts, such as: “ get your coat and wait at the door”.  Enjoy listening to longer stories and can remember much of what happens  Use talk to organise themselves and their play such as “lets go on a bus…you sit there….I’ll be the drive”.  Understand that not everybody can speak at the same time. | Pay attention to more than one thing at a time, which can be difficult.  Start a conversation with an adult or a friend and continue it for many turns. | Know many rhymes, be able to talk about familiar books, and be able to tell a long story.  Understand why questions such as “ why do you think the caterpillar got so fat”  Develop an understanding of talking partners | 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. |

**RECEPTION - COMMUNICATION AND LANGUAGE**

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|  |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | **Early Learning Goals** |
| **Communication and Language** | **Reception Knowledge and Skills** | *Pay attention to more than one thing at a time, which can be difficult.*  *Know many rhymes, be able to talk about familiar books, and be able to tell a long story.*  *Understand a question or instruction that has 2 parts, such as: “ get your coat and wait at the door”.*  Understands how to listen carefully and why listening is important  Develop social phrases.  Engage in story times.  Show an awareness of previous learning (Nursery) and make links to new learning.  Use appropriate language for our school environment.  Use kind words when engaging in conversations with peers and staff.  To talk confidently to a peer or adult | *Understand why questions such as “why do you think the caterpillar got so fat”*  Learn new vocabulary and use this throughout the day.  Describe events in some detail  Listen to and talk about stories to build familiarity and understanding.  Listens carefully to rhymes, poems and songs, paying attention to how they sound.  Engage in non-fiction books.  To talk confidently about themselves or their experiences in a group (show and tell)  To talk confidently in the hall (Nativity performance) | Articulate their ideas and thoughts in well-formed sentences.  Connects one idea or action to another using a range of connectives.  Begin to develop an awareness of appropriate facial expression. | Retell the story once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. | Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.  Use new vocabulary in different context. | Listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary.  Asks questions to find out more and to check they understand what has been said to them  . | **Listening ,Attention & Understanding**  Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small interactions  Make comments about what they have heard and ask questions to clarify their understanding then hold conversations when engaged in back and forth exchanges with their teacher and peers.  **Speaking**  Participate in small group, class and 1:1 discussions, offering their own ideas, using recently introduced vocabulary.  Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.  Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. |

**LITTLE ACORNS NURSERY - PSED**

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|  |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Personal, Social and Emotional Development** | **Nursery Knowledge and Skills**  **(0-3)** | Find ways to calm themselves, through being calmed and comforted by their key person.  Feel strong enough to express a range of emotions. | Find ways of managing transitions, for example from their parent to their key person.  Engage with others through gestures, gaze and talk.  Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. | Look for clues about how to respond to something interesting.  Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.  Develop friendships with other children. | Establish their sense of self.  Express preferences and decisions.  Thrive as they develop self-assurance.  Learn to use the toilet with help, and then independently. | Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.  Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.  Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. | Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.  Be increasingly able to talk about and manage their emotions.  Safely explore emotions beyond their normal range through play and stories.  Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”. • |

**GREAT OAK NURSERY- PSED**

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|  |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Personal, Social and Emotional Development** | **Nursery Knowledge and Skills**  **(3-4)** | *Express preferences and decisions.*  *Find ways of managing transitions, for example from their parent to their key person.*  Say when they need the toilet/ changing.  *Learn to use the toilet with help, and then independently.*  Select and use activities and resources, with help when needed.  Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. | Become more outgoing with unfamiliar people, in the safe context of their setting.  Play with one or more other children, extending and elaborating play ideas.  Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. | Show more confidence in new social situations.  Increasingly follow rules, understanding why they are important.  Make healthy choices about food, drink, activity and toothbrushing. | Develop their sense of responsibility and membership of a community.  Remember rules without needing an adult to remind them. | Develop appropriate ways of being assertive.  Understand gradually how others might be feeling.  Talk with others to solve conflicts. | Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. |

**RECEPTION - PSED**

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|  |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | **Early Learning Goals** |
| **Personal, Social and Emotional Development** | **Reception Knowledge and Skills** | *Develop their sense of responsibility and membership of a community.*  *Play with one or more other children, extending and elaborating play ideas.*  Build constructive and respectful relationships.  Manage their own self-care needs in a range of situations:  -going to the toilet  -washing their hands  -getting dressed  -blowing their noses  -making themselves comfortable for the weather/temperature.  To keep their environment tidy and safe  . | *Remember rules without needing an adult to remind them.*  Express their feelings and consider the feelings of others.  Talk about their strengths positively  (character strengths)  Use the ‘calm area’ within Reception to manage their own self-regulation | See themselves as a valuable individual.  Identify the ‘zone’ they are in and manage their emotions using taught strategies  To understand the importance of oral hygiene and brush their teeth independently | Think about the perspectives of others.  Show resilience and perseverance in the face of challenge.  Set themselves a challenge/goal and work towards meeting it. | Identify and moderate their own feelings socially and emotionally. | Know and talk about the different factors that support their overall health and wellbeing:  -regular physical activity  -healthy eating  -toothbrushing  -sensible amounts of ‘screen time’  -having a good sleep routine  -being a safe pedestrian  Discuss transition with their peers and school staff and talk openly about how they feel | **Self-Regulation**  Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.  Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.  Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.    **Managing Self**  Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.  Explain the reasons for rules, know right from wrong and try to behave accordingly.  Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.  **Building Relationships**  Work and play cooperatively and take turns with others.  Form positive attachments to adults and friendships with peers.  Show sensitivity to their own and to others’ needs |

**LITTLE ACORNS NURSERY – PHYSICAL DEVELOPMENT**

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|  |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Physical Development** | **Nursery Knowledge and Skills**  **(0-3)** | Enjoy moving when outdoors and inside.  Pass things from one hand to the other.  Let go of things and hand them to another person, or drop them. •  Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.  Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. | Sit on a push-along wheeled toy, use a scooter or ride a tricycle.  Explore different materials and tools. | Clap and stamp to music.  Build independently with a range of appropriate resources.  Walk, run, jump and climb – and start to use the stairs independently. | Enjoy starting to kick, throw and catch balls.  Begin to develop an awareness of larger spaces and set obstacles.  Show an understanding of what can and can’t be moved. | Spin, roll and independently use ropes and swings (for example, tyre swings).  Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.  Begin to show awareness of others’ personal space. | Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.  Start eating independently and learning how to use cutlery.  Develop manipulation and control. |

**GREAT OAK NURSERY- PHYSICAL DEVELOPMENT**

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|  |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Physical Development** | **Nursery Knowledge and Skills**  **(3-4)** | *Start eating independently and learning how to use cutlery.*  *Build independently with a range of appropriate resources.*  Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.  Use large-muscle movements to wave flags and streamers, paint and make marks. | Go up steps and stairs, or climb up apparatus, using alternate feet.  Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips | Skip, hop, stand on one leg and hold a pose for a game like musical statues.  Use one-handed tools and equipment, for example, making snips in paper with scissors. | Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.  Show a preference for a dominant hand. | Start taking part in some group activities which they make up for themselves, or in teams.  Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.  Use a comfortable grip with good control when holding pens and pencils. | Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.  Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. |

**RECEPTION- PHYSICAL DEVELOPMENT**

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|  |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | **Early Learning Goals** |
| **Physical Development** | **Reception Knowledge and Skills** | *Use large-muscle movements to wave flags and streamers, paint and make marks.*  *(Squiggle while you wiggle)*  *Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.*  *Use one-handed tools and equipment, for example, making snips in paper with scissors.*  Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.  Feed themselves competently using cutlery appropriately.  Move their bodies in a  safe manner and understand what could be ‘dangerous’. | *Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.*  Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.  Further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes. | Develop their small motor skills so that they can use a range of tools competently, safely and confidently.  Combine different movements with ease and fluency. | Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. | Develop confidence, competence, precision and accuracy when engaging in activities that involve  a ball.  Develop the foundations of a handwriting style which is fast, accurate and efficient. | Revise and refine the fundamental movement skills they have already acquired: - rolling  - crawling  - walking  - jumping  - running  - hopping  - skipping  - climbing  Progress towards a more fluent style of moving, with developing control and grace.  Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.  Develop overall body-strength, balance, co-ordination and agility. | **Gross Motor Skills**  Negotiate space and obstacles safely, with consideration for themselves and others.  Demonstrate strength, balance and coordination when playing.  Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.  **Fine Motor Skills**  Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.  Use a range of small tools, including scissors, paintbrushes and cutlery.  Begin to show accuracy and care when drawing. |

**LITTLE ACORNS NURSERY - LITERACY**

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|  |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Literacy** | **Nursery Knowledge and Skills**  **(0-3)** | Enjoy drawing freely.  Copy finger movements and other gestures. | Enjoy songs and rhymes, tuning in and paying attention. | Say some of the words in songs and rhymes.  Enjoy sharing books with an adult. | Pay attention and respond to the pictures or the words.  Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. | Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.  Repeat words and phrases from familiar stories.  Add some marks to their drawings, which they give meaning to. For example: “That says mummy.”  Make marks on their picture to stand for their name | Sing songs and say rhymes independently, for example, singing whilst playing.  Ask questions about the book. Makes comments and shares their own ideas.  Develop play around favourite stories using props.  Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. |

**GREAT OAK NURSERY- LITERACY**

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|  |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Literacy**  **Literacy** | **Nursery Knowledge and Skills**  **(3-4)** | *Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.*  *Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.*  *Develop play around favourite stories using props.*  *Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.*  Understand some of the five key concepts about print:  -print has meaning | *Add some marks to their drawings, which they give meaning to. For example: “That says mummy.”*  Engage in extended conversations about stories, learning new vocabulary. | Understand some of the five key concepts about print:  - the names of the different parts of a book  - page sequencing | 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. | 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 | Understand the five key concepts about print:  -print has meaning  - print can have different purposes  - we read English text from left to right and from top to bottom - the names of the different parts of a book  - page sequencing  Write some or all of their name.  Write some letters accurately |

**RECEPTION LITERACY**

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|  |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | **Early Learning Goals** |
| **Literacy** | **Reception Knowledge and Skills** | *Engage in extended conversations about stories, learning new vocabulary.*  *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.*  Trace/copy the letters in their name  *Write some or all of their name.*    Retell a simple traditional tale or familiar story using pictures for support.  Treat books with care and respect, holding them the correct way and turning pages one at a time. | Read individual letters by saying the sounds for them.  Read a few common exception words matched to the school’s phonic programme.  Use and make appropriate resources to tell and retell stories.  Predict what might happen next in a story  Describe their favourite story | Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.  Spell words by identifying the sounds and then writing the sound with letter/s. | Read some letter groups that each represent one sound and say sounds for them.  Form lower-case and capital letters correctly. | Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. | Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.  Re-read what they have written to check that it makes sense.  Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. | **Comprehension** Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.  Anticipate (where appropriate) key events in stories.  Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.  **Word Reading**  Say a sound for each letter in the alphabet and at least 10 digraphs.  Read words consistent with their phonic knowledge by sound-blending.  Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words  **Writing**  Write recognisable letters, most of which are correctly formed.  Spell words by identifying sounds in them and representing the sounds with a letter or letters.  Write simple phrases and sentences that can be read by others. |

**LITTLE ACORNS NURSERY - MATHS**

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|  |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Maths** | **Nursery Knowledge and Skills**  **(0-3)** | Climb and squeeze themselves into different types of spaces. | Complete inset puzzles. | Combine objects like stacking blocks and cups. Put objects inside others and take them out again.  Build with a range of resources. | Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.  Compare sizes, weights etc. using gesture and language  ‘bigger/ little/smaller’, ‘high/low’, ‘tall’, ‘heavy’. | Count in everyday contexts, sometimes skipping numbers  ‘1-2-3-5.’ | Take part in finger rhymes with numbers. • React to changes of amount in a group of up to three items.  Compare amounts, saying ‘lots’, ‘more’ or ‘same’.  Notice patterns and arrange things in patterns. |

**GREAT OAK NURSERY- MATHS**

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|  |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Maths** | **Nursery Knowledge and Skills**  **(3-4)** | *Take part in finger rhymes with numbers. • React to changes of amount in a* *group of up to three items.*  *Count in everyday contexts, sometimes skipping numbers*  *‘1-2-3-5.’*  *Notice patterns and arrange things in patterns*  Recite numbers past 5.  Compare quantities using language: ‘more than’, ‘fewer than’.  Combine shapes to make new ones – an arch, a bigger triangle etc.  Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.  Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc. | Show ‘finger numbers’ up to 5.  Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.  Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’. | Say one number for each item in order: 1,2,3,4,5.  Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).  Make comparisons between objects relating to size, length, weight and capacity.  Extend and create ABAB patterns – stick, leaf, stick, leaf. | Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’).  Experiment with their own symbols and marks as well as numerals.  Understand position through words alone – for example, “The bag is under the table,” – with no pointing. | Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.  Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’. | Solve real world mathematical problems with numbers up to 5.  Describe a familiar route.  Discuss routes and locations, using words like ‘in front of’ and ‘behind’.  Notice and correct an error in a repeating pattern. |

**RECEPTION - MATHS**

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|  |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | **Early Learning Goals** |
| **Maths** | **Reception Knowledge and Skills** | *Recite numbers past 5.*  *Show ‘finger numbers’ up to 5.*  *Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.*  *Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.*  Count objects, actions and sounds. | *Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).*  Subitise  Link the number symbol (numeral) with its cardinal number value. | Select, rotate and manipulate shapes to develop spatial reasoning skills.  Continue, copy and create repeating patterns. | Compare numbers.  Explore the composition of numbers to 10. | Count beyond ten.  Understand the ‘one more than/one less than’ relationship between consecutive numbers. | Automatically recall number bonds for numbers 0-5 and some to 10.  Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.  Compare length, weight and capacity. | **Number**  Have a deep understanding of number to 10, including the composition of each number.  Subitise (recognise quantities without counting) up to 5.  Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.  **Numerical Patterns**  Verbally count beyond 20, recognising the pattern of the counting system.  Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.  Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how |
| **Mastering Number** | Identify when a set can be subitised and when counting is needed  Subitise different arrangements, both unstructured and structured, including using the Hungarian number frame  Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual  subitising skills  Spot smaller numbers ‘hiding’ inside larger numbers  Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers  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  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  Compare sets of objects by matching  Begin to develop the language of ‘whole’ when talking about objects which have parts | | Continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals  Begin to identify missing parts for numbers within 5  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  Focus on equal and unequal groups when comparing numbers  Understand that two equal groups can be called a ‘double’ and connect this to finger patterns    Sort odd and even numbers according to their ‘shape’    Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the  ‘staircase’ pattern    Order numbers and play track games    Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers | | Continue to develop their counting skills, counting larger sets as well as counting actions and sounds  Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame  Compare quantities and numbers, including sets of objects which have different attributes  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  Begin to generalise about ‘one more than’ and ‘one less than’ numbers within  10  Continue to identify when sets can be subitised and when counting is necessary  Develop conceptual subitising skills including when using a rekenrek | | |
| **Maths Passports** | **Suitcase**  I can count up to 10 (recite)  I can count back from 10-1  I can recognise numerals 1-5  I can recognise numbers 1-10 | **England**  I can count up to three or four objects by saying one number for each item  I can count up to six objects from a larger group of up to 10 objects  I can count sounds such as claps and taps up to 10  I can count up to 10 objects | **Scotland**  I can place numbers up to 10 in order  I can count up to 10 from any number  I can count up to 20 from 1  I can count back from 20 to 1 | **Wales**  I can choose the correct number to represent 1 to 5 objects  I can choose the correct number to represent 1 to 10 objects  I can place numbers in order up to 20 (as an unbroken chain, starting from 1)  I can place numbers in order up to 20 (as an unbroken chain, starting from any number)  I can count up to 10 objects arranged randomly | **Northern Ireland**  I can count up to 20 objects  I can estimate how many objects up to 10. I can see and check by counting them.  I can count up to 20 from any number  I can say 1 more than any number between 0 – 20  I can say 1 less than any number between 0– | **Northern Ireland**  I can count up to 20 objects  I can estimate how many objects up to 10. I can see and check by counting them.  I can count up to 20 from any number  I can say 1 more than any number between 0 – 20  I can say 1 less than any number between 0– 20 |  |

**LITTLE ACORNS NURSERY – UNDERSTANDING THE WORLD**

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|  |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Understanding of the world** | **Nursery Knowledge and Skills**  **(0-3)** | Explores their new environment through their senses.  Develop an understanding of consumable and non-consumable materials. | Explore natural materials, indoors and outside. | Explore materials with different properties. | Repeat actions that have an effect. | Notice differences between people | Explore and respond to different natural phenomena in their setting and on trips.  Make connections between the features of their family and other families. |

**GREAT OAK NURSERY – UNDERSTANDING THE WORLD**

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|  |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Understanding of the world** | **Nursery Knowledge and Skills**  **(3-4)** | *Make connections between the features of their family and other families.*  *Notice differences between people*  Use all their senses in hands-on exploration of natural materials.  Explore how things work.  Continue developing positive attitudes about the differences between people. | Explore collections of materials with similar and/or different properties.  Talk about the differences between materials and changes they notice.  Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. | Talk about what they see, using a wide vocabulary. | Show interest in different occupations. | Explore and talk about different forces they can feel. | Begin to make sense of their own life-story and family’s history.  Plant seeds and care for growing plants.  Understand the key features of the life cycle of a plant and an animal.  Begin to understand the need to respect and care for the natural environment and all living things. |

**RECEPTION - UNDERSTANDING THE WORLD**

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|  |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | **Early Learning Goals** |
| **Understanding of the World.** | **Reception Knowledge and Skills** | *Talk about what they see, using a wide vocabulary.*  Talk about members of their immediate family and community.  Name and describe people who are familiar to them.  Explore the natural world around them.  Describe what they see, hear and feel whilst outside. | Comment on images of familiar situations in the past.  Understand that some places are special to members of their community.  Recognise that people have different beliefs and celebrate special times in different ways. | Compare and contrast characters from stories, including figures from the past. | Draw information from a simple map. | Recognise some similarities and differences between life in this country and life in other countries.  Recognise some environments that are different to the one in which they live. | Understand the effect of changing seasons on the natural world around them.  Talk about how they have changed during their time in Reception | **Past and Present**  Talk about the lives of the people around them and their roles in society.  Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. •  Understand the past through settings, characters and events encountered in books read in class and storytelling.  **People, Culture and Communities**  Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. •  Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.  Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.  **The Natural World** Explore the natural world around them, making observations and drawing pictures of animals and plants.  Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.  Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. |

**LITTLE ACORNS NURSERY – EXPRESSIVE ARTS AND DESIGN**

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|  |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Expressive Arts and Design** | **Nursery Knowledge and Skills**  **(0-3)** | Explore their voices and enjoy making sounds.  Explore different materials, using all their senses to investigate them.  Manipulate and play with different materials. | Show attention to sounds and music.  Anticipate phrases and actions in rhymes and songs, like ‘Peepo’•  Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. | Move and dance to music. •  Join in with songs and rhymes, making some sounds.  Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’. | Respond emotionally and physically to music when it changes.  Start to make marks intentionally.  Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it’s a phone. | Explore a range of sound-makers and instruments and play them in different ways.  Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. | Make rhythmical and repetitive sounds.  Notice patterns with strong contrasts and be attracted by patterns resembling the human face.  Use their imagination as they consider what they can do with different materials.  Make simple models which express their ideas |

**GREAT OAK NURSERY - EXPRESSIVE ARTS AND DESIGN**

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|  |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Expressive Arts and Design** | **Nursery Knowledge and Skills**  **(3-4)** | *Explore a range of sound-makers and instruments and play them in different ways.*  *Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.*  *Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it’s a phone.*  *Make simple models which express their ideas*  Take part in simple pretend play, using an object to represent something else even though they are not similar.  Join different materials and explore different textures.  Explore colour and colour-mixing.  Use drawing to represent ideas like movement or loud noises. | Explore different materials freely, to develop their ideas about how to use them and what to make.  Listen with increased attention to sounds.  Remember and sing entire songs (nativity)  Play instruments with increasing control to express their feelings and ideas. | Develop their own ideas and then decide which materials to use to express them.  Respond to what they have heard, expressing their thoughts and feelings.  Create closed shapes with continuous lines, and begin to use these shapes to represent objects. | Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.  Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. | Draw with increasing complexity and detail, such as representing a face with a circle and including details.  Create their own songs or improvise a song around one they know. | Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.  Sing the pitch of a tone sung by another person (‘pitch match’).  Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. |

**RECEPTION - EXPRESSIVE ARTS AND DESIGN**

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|  |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | Summer 2 | **Early Learning Goals** |
| **Expressive Arts and Design** | **Reception Knowledge and Skills** | *Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.*  *Explore different materials freely, to develop their ideas about how to use them and what to make.*  *Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.*  Explore and engage in music making and dance, performing solo or in group  Sing in a group or on their own, increasingly matching the pitch and following the melody. | Develop storylines in their pretend play. | Create collaboratively, sharing ideas, resources and skills. | Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Listen attentively, move to and talk about music, expressing their feelings and responses. | Return to and build on their previous learning, refining ideas and developing their ability to represent them. | Watch and talk about dance and performance art, expressing their feelings and responses. | **Creating with Materials**  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  Share their creations, explaining the process they have used.  Make use of props and materials when role playing characters in narratives and stories  **Being Imaginative and Expressive**  Invent, adapt and recount narratives and stories with peers and their teacher.  Sing a range of well-known nursery rhymes and songs.  Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with the music. |