



# EYFS Curriculum

# EYFS Intent Statement

## We aim to:

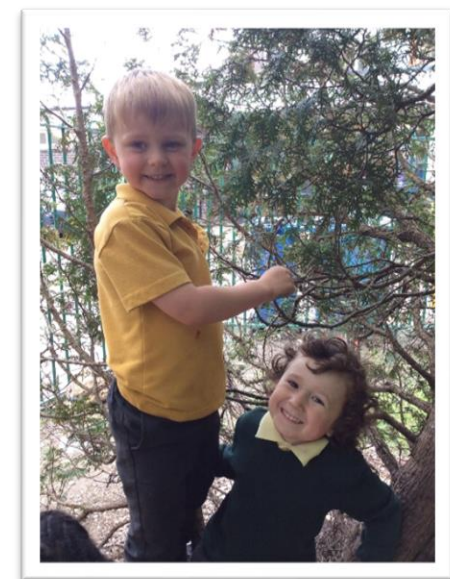
Be a learning community that supports and reflects the locality and the individual needs of pupils and families which it serves.

Support the development of secure, happy and healthy relationships with others and a positive sense of self, working in partnership with parents and/or carers.

Build effective working relationships with other agencies giving the opportunities to families, staff and the wider community that use our services to develop their potential through active learning and participation.

Develop each child's potential as an effective active learner by developing their curiosity, creative and critical thinking, resilience and love of learning.

Give all pupils access to a high quality, well planned and stimulating learning environment both indoors and outdoors.



**St Vincent's VC Academy EYFS endorses the following principles:**

When adults and children –

Feel at ease,

Act spontaneously,

Are open to the world,

Express inner peace,

Have vitality and self-confidence,

Enjoy life,

**Their well-being is ensured, and they are able to learn.**

When children and adults are:

Concentrated and focused,

Interested, involved, motivated and fascinated,

Mentally active, Fully experiencing concepts, Satisfying their drive to explore,

Operating at their limits of capabilities,

**Deep level learning can take place. Ferre Laevers (2002)**



# EYFS Long Term Plan

## How has our curriculum been planned?

The LTP sets out what we want our pupils to learn during their time in the EYFS. The content is consistent with the educational programmes set out in the EYFS Framework. It has been sequenced and planned with the support of documents such as: Development Matters 2021, Birth to 5, Pie Corbett's Talk for Writing - suggested texts for EYFS, PLAN Science, The Primary Science Teaching Trust, as well as using information taken from the Historical Association, Geographical Association, NASEN, ICAN. The overarching aims for each half term, are planned out. These are returned to and built upon through the Medium / short term plans, as well as practitioners in the moment planning / daily interactions.

The curriculum is ambitious, but also takes into account pupils' starting points and ensures a strong emphasis on the Prime Areas of Learning, throughout the year, to ensure we meet the needs of all pupils.

Provision planning and curriculum planning is strongly based on research taken from: the EPPSE project, SEED Project, The EEF early years Toolkit, ECERS-E by Kathy Sylva, Iram Siraj and Brenda Targgart, STEW, F Laevers, I CAN, AKLAN – See Section 2 for further information on pedagogy and provision.

Targeted interventions are used to support our pupils with specific needs. Our Careful / flexible planning allows practitioners to be reflective and responsive to individuals and their learning journeys; whilst not losing sight of aiming high for every pupil.

Area	Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme		Let's Start School	Let's Celebrate!	What's Hiding in the Dark?	Tickets Please!	How Marvellous are Minibeasts?	What Happening on the farm?
Enquiries		All About Me/Jobs/ People who Help Us	Harvest/Growth Celebrations/ Other Cultures	Nocturnal Animals / Shadows and light / Cause and Effect	Journeys / Ways to travel / Forces / Change of Season	Insects/Environment / Growth	Farm/Animals / Change of Season
Wow Moment		Police/Nurse Visit	Nativity Performance	Owl Visit	Train Station	Beekeeper Visit / Caterpillars	Trip to the Farm

Significant Cultural Events			Starting School, Birthdays,	Bonfire Night, Remembrance Day Divali, Birthdays, Eid Christmas, Hannukah	Chinese New Year, Valentine's Day	Pancake Day, Easter Mother's Day	Ramadan/Eid	Jubilee, Birthdays, Sports Day, Moving up... Transition
Literacy	Talk for Writing	1	Three Little Pigs	Enormous Turnip	Where going on a bear hunt	Train Ride	The Sleepy Bumble Bee	Three Billy Goats Gruff
		Vocab	<b>Key Vocab:</b> house, straw, sticks, bricks, strong, weak, blow, puff, ladder, climb, <b>Ambitious Vocab:</b> structurally sound, sturdy, ravenous,	<b>Key Vocab:</b> Animal and character names, turnip, enormous, pull, pulled First, then, next, finally <b>Ambitious Vocab:</b> Enormous, vast, unmanageable, relief, feast	<b>Key Vocab:</b> bear, cave, day, night, moon, sun, owl, bat, hedgehog, grass, wood, river, snow, <b>Ambitious Vocab:</b> hunting, hearing, echo, sonar, prey, predator, dusk	<b>Key Vocab:</b> Car, van, bus, truck, lorry, aeroplane, ship, boat, rocket, scooter, bike <b>Ambitious Vocab:</b> Travel, Transportation, Engine, Wheels, Road, Road signs, Vehicles	<b>Key Vocab:</b> Character names, woods, trees, looming, wild, flowers in bloom, sweetest fruit, sharp, pointed, fierce, First, then, next, after that, finally <b>Ambitious Vocab:</b> hive, Pollination, eco-friendly, pollinate, ecosystem	<b>Key Vocab:</b> farm, bridge, goat, troll, animals, trip-trap <b>Ambitious Vocab:</b>
		2	Little Red Hen	Gingerbread Man	Owl Babies	The Runaway Train	The Very Hungry Caterpillar	Mr Gumpy's Outing
		Vocab	<b>Key Vocab:</b> Animal names, wheat, tall, strong, flour, mill, bake. <b>Ambitious Vocab:</b> Humdrum – something extremely boring. Lackadaisical -they do not seem excited or interested in the things they do.	<b>Key Vocab:</b> Gingerbread, animal names, kitchen equipment: rolling pin, oven, run, quickly, fast, faster, eat <b>Ambitious Vocab:</b> Absquatulate: leave quickly. Devour: Eat quickly. Naïve: trust people they shouldn't.	<b>Key Vocab:</b> bear, cave, day, night, moon, sun, owl, bat, hedgehog, tree, branch, owl <b>Ambitious Vocab:</b> hunting, hearing, echo, sonar, prey, predator, dusk	<b>Key Vocab:</b> Car, van, bus, truck, lorry, aeroplane, ship, boat, rocket, scooter, bike <b>Ambitious Vocab:</b> Travel, Transportation, Engine, Wheels, Road, Road signs, Vehicles	<b>Key Vocab:</b> Days of week, Egg, caterpillar, hungry, plums, pickle, salami, watermelon, fat, cocoon, butterfly, change, First, then, next, after that, finally <b>Ambitious Vocab:</b> Transform - Changed in a strange and surprising way, Life cycle – stages of life/ how a living thing changes, unfold, pupa,	<b>Key Vocab:</b> farm, boat, river, rabbit, children, cat, dog, pig, sheep, chicken, calf, goat <b>Ambitious Vocab:</b> canoe,
	T4W Outcomes		<b>3/4</b> Make and describe marks <b>Rec</b> Oral retelling Draw images, make and describe marks/write initial sounds.	<b>3/4</b> Make and describe marks <b>Rec</b> Oral retelling, draw images and write captions for retell	<b>3/4</b> Make and describe marks <b>Rec</b> Oral retelling, draw images and write captions. Innovation and write a caption	<b>3/4</b> Make and describe marks <b>Rec</b> Oral retelling, draw images and write captions Innovation and write a caption	<b>3/4</b> <b>Rec:</b> Retell/innovate the story – short sentences	<b>3/4</b> <b>Rec:</b> Retell/innovate the story – short sentences

Reading	Other forms of Writing in addition to TAW		<p><b>Non-Fiction:</b> People who help us</p> <p><b>Label:</b> family portrait / picture of their house</p>	<p><b>Instructions Text:</b> how to make turnip soup / gingerbread men</p> <p><b>Recount Text:</b> cooking activity e.g. making vegetable soup</p> <p><b>Draw and list:</b> the ingredients</p>	<b>Information Text:</b> Facts about owls / bears	<b>Map:</b> to the Station for a visitor to find things	<p><b>Information Text:</b> Writing an information booklet about something we have been exploring/researching</p> <p><b>Observational drawings</b> – labelling bees / caterpillars / butterflies</p>	<b>Recount:</b> trip to the farm
	RWI	<p>RWINC systematic teaching of reading – followed with fidelity</p> <p>Daily story-time / planned books / T4W/ 1:1 reading / Book Sharing Time / Books throughout the provision</p>						
	Comprehension	<p>Retell stories in the correct sequence, draw on language patterns of stories.</p> <p>With prompting, show understanding of many common words and phrases in a story that is read aloud to them.</p> <p>Suggest how an unfamiliar story read aloud to them might end.</p> <p>Give a simple opinion on a book they have read, when prompted.</p> <p>Recognise repetition of words or phrases in a short passage of text.</p> <p>Play influenced by experience of books</p> <p>Innovate a well-known story with support.</p> <p>Retell stories in the correct sequence, draw on language patterns of stories.</p> <p>With prompting, show understanding of many common words and phrases in a story that is read aloud to them.</p> <p>Suggest how an unfamiliar story read aloud to them might end.</p> <p>Give a simple opinion on a book they have read, when prompted.</p> <p>Recognise repetition of words or phrases in a short passage of text.</p> <p>Play influenced by experience of books</p> <p>Innovate a well-known story with support.</p>						
	Reading Spine	<p>FS1</p> <p>FS2</p>	<p>Where's spot? Hug</p> <p>On the way home Each peach pear plum</p>	<p>Dear Zoo You choose Sammy Spider's First Hanukkah</p> <p>Rosie's walk Mr. Men Little Miss Happy Diwali The Proudest Blue</p>	<p>Brown bear Brown Bear What do you see? Goodnight moon</p> <p>Whatever Next! The Gruffalo</p>	<p>Mrs Armitage</p> <p>Six dinner Sid Shhh!</p>	<p>Jasper's Beanstalk Look what I found in the Woods</p> <p>Hairy Maclary from Donaldson's dairy Natures Tiny Miracle Greta &amp; the Giants</p>	<p>Farmer duck Handa's surprise Oliver's Fruit Salad</p> <p>Come on, Daisy! Oliver's Vegetables.</p>

Maths	Number	Nursery Planning					
		NCETM (more details on daily discreet planning)	Reception				
		<p>Number names to 5 1-1correspondence to 3 Counting irregular arrangements Count out from a larger group to 3 Subitising to 3 Match number 1 2 3 to correct amounts Recognise that amounts don't change if it has just been rearranged to 3</p>	<p>Recognise groups with more and less objects – use language more than, fewer than to 3 Recognise when two or more groups have the same number of things to 3 Compare two amounts that are close in size Compare two amounts that are further away in size</p>	<p>Number names to 10 Correspondence to 5 Recognise smaller numbers in bigger groups Counting back from 5 Children need opportunities to explore a range of ways to partition a whole number – making a total Explore how numbers can be partitioned in different ways Recall number bonds to 3 Select and manipulate shapes Compose and decompose shapes Understand position through words alone</p>	<p>Number names to 10 1-1correspondence to 3 Counting irregular arrangements Count out from a larger group to 3 Subitising to 3 Match number 1 2 3 to correct amounts Recognise that amounts don't change if it has just been rearranged to 3 Counting irregular arrangements Count out from a larger group to 3 Subitising to 3 Match number 1 2 3 to correct amounts Recognise that amounts don't change if it has just been rearranged to 3 Recognise one more one less than to 3</p>	<p>Number Names to 20 1-1Correspondence to 5 Counting irregular arrangements Count out from a larger group to 5 Subitising to 5 Match number 1 2 3 to correct amounts Recognise that amounts don't change if it has just been rearranged to 5 Recognise one more one less than up to 5</p>	<p>Number Names to 20 1-2Correspondence to 5 Counting irregular arrangements Count out from a larger group to 5 Subitising to 5 Match number 1 2 3 to correct amounts Recognise that amounts don't change if it has just been rearranged to 5 Recognise one more one less than to 5</p>
		<p>This half term we will be learning to finish and create different patterns and learn about the numbers 0-4, understanding what the value of those numbers means. We will use the language of comparison, including 'more than' and 'fewer than'. To compare sets 'just by looking'.</p>	<p>This half term we will continue from first half-term subitise within 5, perceptually and conceptually, depending on the arrangements. We will compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.</p>	<p>This half term we will increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements. We will continue to compare sets by matching, identifying when sets are equal.</p>	<p>This half term we will explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'. compare numbers, reasoning about which is more, using both an understanding of the 'howmany'ness' of a number, and its position in the number system.</p>	<p>This half term we will subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10. We will be encouraged to identify when it is appropriate to count and when groups can be subitised.</p>	<p>In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.</p>

	Pattern		Exploring patterns Exploring shapes and arrangements	Exploring patterns Exploring shapes and arrangements Exploring size and comparisons	Select shapes appropriately and combine shapes to make new ones	Select shapes appropriately and combine shapes to make new ones	Select shapes appropriately and combine shapes to make new ones Notice repeating patterns Extend and create and abab pattern Begin to describe a sequence of events Make comparisons between objects relating to size, length, weight and capacity	Notice repeating patterns Extend and create and abab pattern Begin to describe a sequence of events Make comparisons between objects relating to size, length, weight and capacity
	Shape		Exploring shape and space Routines: Day / Night Passing of time Compose and decompose shapes Understand position through words alone	Language for properties of shapes Compose and decompose shapes so that children recognise a shape can have other shapes within it	Compare Length / Height Mass Capacity Compose and decompose shapes Understand position through words alone	Comparing shapes – properties of shapes 3d shapes / 2d shapes Select rotate and manipulate shapes to develop spatial reasoning skills	Patterns and Groupings Make comparisons between objects relating to size, length, weight and capacity Continue, copy and create repeating patterns	Patterns and relationships  Use of shape, space – use of mathematical vocabulary  Compose and decompose shapes so that children recognise a shape can have other shapes within it
Science	Knowledge and understanding				Seasonal Change Autumn/Winter		Seasonal Change Spring/Summer Growth	
			Humans/Materials	Materials	Light	Forces	Plants	Animals
			Types of Materials - Including changing materials • Compare how materials change over time and in different • That some materials are stretchy • That some materials absorb liquids.	Types of Materials - Including changing materials • Compare how materials change over time and in different • That some materials are stretchy • That some materials absorb liquids	Sun/Moon/Stars • Learn about the Earth, Sun, Moon, planets, and stars • Learn about space travel Exploring Light Sources/Shadows • Play and explore outside in all seasons and in different weather	Forces & Electricity • Feel forces • Explore how things work • Explore how objects/materials are affected by forces • Explore how to change how things work	Habitats: Natural Environment • Deepen their understanding of how living things may grow / change • Some animals live in nests Insects / Life Cycles / Plants	Animals/Habitats • Compare adult animals to their babies • Common features of different animals • Observe how baby animals change over time • Describe different habitats

		<p><b>Senses</b></p> <ul style="list-style-type: none"> <li>• Learn about their senses</li> <li>• Listen to sounds</li> <li>• Make sounds</li> <li>• Listen to sounds outside and identify the source</li> <li>• Make sounds</li> <li>• To notice different sounds</li> <li>• Different objects make different sounds</li> <li>• To notice and describe different smells and tastes</li> <li>• To describe how objects feel</li> </ul> <p><b>Humans</b></p> <ul style="list-style-type: none"> <li>• Learn about the life cycles of humans</li> <li>• Learn about how to take care of themselves</li> <li>• Describe people who are familiar to them</li> <li>• Learn about how to take care of themselves</li> <li>• To notice and describe faces</li> <li>• To know that we change as we grow up</li> <li>• To name body parts.</li> <li>• To know that we are similar (have the same body parts) and different (heights)</li> </ul>	<p><b>Forces push/pull/stir</b></p> <ul style="list-style-type: none"> <li>• Combine and mix ingredients</li> <li>• Change materials by heating and cooling, including cooking</li> <li>Observe, measure and record how materials change when heated and cooled</li> <li>• How biscuits change in different liquids</li> </ul>	<ul style="list-style-type: none"> <li>• Observe living things throughout the year</li> <li>• Explore Shadows</li> </ul> <p><b>Habitats: Natural Environment</b></p> <ul style="list-style-type: none"> <li>• Understanding nocturnal animals and what that means.</li> <li>• Deepen their understanding of how living things may grow / change</li> <li>• Some animals live in nests</li> </ul>	<ul style="list-style-type: none"> <li>• Explore how the wind can move objects</li> <li>• Explore how objects move in water</li> <li>• To use your senses to observe</li> <li>• That apply a force changes the shape of an object</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about the life cycles of animals</li> <li>• Where minibeasts live (habitats)</li> <li>• To name and describe small garden animals / plants</li> <li>• The lifecycle of a caterpillar</li> <li>• To name / describe parts of a plant</li> <li>To name / describe parts of an animal's body</li> <li>The differences between animals; some are camouflaged</li> <li>To identify and name different fruits</li> <li>The names of different small animals</li> <li>minibeasts)</li> <li>•Explore the surrounding natural environment</li> <li>To use senses of sight, touch and smell to identify and describe some natural and non-natural materials</li> <li>•Explore natural objects from the surrounding environment</li> <li>•Explore the plants in the surrounding natural environment</li> <li>•Grow plants (observe and note changes)</li> </ul>	<p>(focus farm animals from story and beyond)</p> <p><b>Habitats: Farm Animals</b></p> <ul style="list-style-type: none"> <li>• Name and describe animals that live in different habitats</li> <li>• Name and identify different</li> </ul> <p><b>Insects / Life Cycles / Plants</b></p> <ul style="list-style-type: none"> <li>•Explore the surrounding natural environment</li> <li>•Explore natural objects from the surrounding environment</li> <li>•Grow plants</li> <li>•Explore the plants in the surrounding natural environment</li> </ul> <p><b>Types of Materials - Including changing materials</b></p> <ul style="list-style-type: none"> <li>• Compare how materials change over time and in different</li> <li>• That some materials are stretchy</li> <li>• That some materials absorb liquids</li> </ul>
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	Geography	The Natural World	<p><u>Our School</u></p> <p><u>All about me:</u></p> <ul style="list-style-type: none"> <li>•Look at where we live, describe features we see on the way to school.</li> <li>•Explore our classroom and where things are situated</li> <li>•Explore the school grounds, look at features of our school environment.</li> <li>•Look at maps of local area (paper and Google) explore and discuss the features found on local maps.</li> <li>•Create a class map for new pupils</li> <li>•Discussing where we were born and where our extended family live (using world maps/globes for support)</li> </ul> <p><u>Seasonal changes – Autumn:</u></p> <ul style="list-style-type: none"> <li>•Exploring school's grounds and observing seasonal changes in the Autumn.</li> <li>•Exploring natural autumnal resources in Tuff Tray, asking questions and making/drawing observations.</li> <li>•Explore hibernation and migration, looking at contrasting environments/animals around the world in the autumn.</li> <li>•Explore harvest time in the UK and farming at harvest time.</li> <li>•Observe seasonal weather changes and longer nights in the autumn compared to the summer.</li> <li>•Observe and explain decomposition of pumpkins</li> </ul> <p><u>Festivals:</u></p> <ul style="list-style-type: none"> <li>•Explore festival origins/celebrations across the world, using a world map/globe</li> <li>•Exploring food from around the world using world maps and Google.</li> </ul>	<p><u>Our Changing World</u></p> <p><u>Seasonal Changes – Winter &amp; Spring:</u></p> <ul style="list-style-type: none"> <li>•Exploring schools' grounds and observing seasonal changes in the winter/spring.</li> <li>•Explore compare/contrast our environment with polar regions. (Nocturnal animals)</li> <li>•Observe seasonal weather changes in the winter/spring (ice exploration)</li> <li>•Observe, question, and draw spring plants/spring growth.</li> <li>•Explore natural spring resources in Tuff Tray, asking questions and making/drawing observations.</li> <li>•Conduct Winter/Spring walk around School grounds/Pearson Park describing and discussing what is found.</li> </ul> <p><u>Around the world:</u></p> <ul style="list-style-type: none"> <li>•Explore compare/contrast our environment with Australia, polar regions, Africa, and South America.</li> <li>•Explore, compare, contrast, observe, draw, and discuss animals native to Australia, polar regions, Africa and South America.</li> <li>•Knowing where different animals come from.</li> <li>•Explore, compare, contrast, and discuss life, living and schools in Australia, Africa and South America</li> </ul>	<p><u>Where to?</u></p> <p><u>Explore</u></p> <ul style="list-style-type: none"> <li>•Use atlases, IWB maps and globe to discover the seven continents.</li> </ul> <p><u>Seasonal Changes – Summer:</u></p> <ul style="list-style-type: none"> <li>•Exploring schools' grounds and observing seasonal changes in the summer.</li> <li>•Observe seasonal weather changes in the summer</li> </ul> <p><u>The UK outdoors:</u></p> <ul style="list-style-type: none"> <li>•Name features around the UK (farm, beach, mountains, woodland etc).</li> <li>•Explore, observe, and identify UK minibeasts.</li> </ul> <p><u>Food:</u></p> <ul style="list-style-type: none"> <li>•Exploring food from around the world using world maps and Google.</li> </ul> <p>Discover, compare, and contrast food produce/grown in different climates around the world.7</p>
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History	People Cultures & Communities		<p>To talk about members of their immediate family and community. The different emergency services that help us. How to get help when needed</p> <p>To ask questions to people to find out more about them and what they do.</p> <p>To celebrate transition to a new school year – celebrate their successes – reflecting on what they have done</p> <p>About some of the different jobs and roles people have in our communities (linking to the book and planning /building structures)</p> <p><b>Historical Art Focus: Kandinsky</b></p>	<p>To describe the celebrations, they have. To celebrate together, planning, preparing and celebrating to support understanding of celebrations.</p> <p>To 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 This could be in reference to different ways of celebrating / celebrations</p> <p>Celebrate and experience Harvest Festival, Christmas New Year</p> <p>Find our and explore celebrations of DIVALI, Bonfire Night</p>	<p>About the natural world around us and who is helping to look after it? What is their role? What do they do? How can we help? What can we do at home and school?</p> <p><b>Historical Art Focus: Yayoi Kusama</b></p>	<p>To celebrate and experience Pancake Day and Easter</p>	<p>About the natural world around us and who is helping to look after it? What is their role? What do they do? How can we help? What can we do at home and school?</p> <p>Celebrate sports day</p> <p>To find our and explore celebrations for Eid</p> <p><b>Historical Art Focus: Giuseppe Arcimboldo</b></p>	<p>The different roles in our community. To explore what help they have had from people in their lives past and present (farmers)</p> <p>To talk about where they have been in their local community – past and present</p> <p>To plan a visit to the Farm.</p>
		Understanding of past and present	<p>1. How have I changed since I was a baby? 2. Why do we wear different clothes during the year? 3. What are our favourite celebrations each year?</p> <p>Coverage of these three units should be covered across the year to link with the cross curricular nature of the EYFS and to support pupils understanding of chronology and passing of time e.g. seasons as they change.</p> <p><b>These units will help develop their historical understanding by supporting understanding of:</b></p> <p>Changes over time</p> <p>Talking about the lives of the people around them and their roles in society. Knowing some similarities and differences between things in the past and now, drawing on their experiences and what has been read class.</p> <p>Understanding the past through settings, characters and events encountered in books read in class and storytelling.</p>					

	Coverage in response to chronological events that happen throughout the year / when appropriate within the LTP		<div>How have I changed since I was a baby? AUT 1</div> <div>What are our favourite celebrations each year? Throughout the year</div> <div>Why do we wear different clothes during the year?</div> <div>There are certain key ideas that are important for children of all ages and abilities to acquire, namely: Time passes in sequential order. There is key vocabulary associated with the passage of time. Time changes us all. Older children within our EYFS setting/more able children could demonstrate a more in-depth understanding of these concepts by: Having more independence in exploring artefacts and using them in their own imaginative play. Being able to sequence stories. Developing the concept of cause and consequence to moderate their own behaviour and see how their behaviour can impact on others.</div>					
PSHE / Jigsaw	Jigsaw	FS1	<u>Being Me in my World</u> <ul style="list-style-type: none"><li>Understand how it feels to belong.</li><li>How I express being happy and sad.</li><li>How I consider others feel.</li><li>Using gentle hands always.</li><li>Learning about being responsible.</li></ul>	<u>Celebrating Difference</u> <ul style="list-style-type: none"><li>I know how to feel proud.</li><li>I know why I am special.</li><li>I know families are different.</li><li>I know there's different houses.</li><li>How to make new friends</li></ul>	<u>Dreams and Goals</u> <ul style="list-style-type: none"><li>What is a challenge?</li><li>I can keep trying and set goals.</li><li>I can encourage others.</li><li>I can think about what I could be when older.</li></ul>	<u>Healthy Me</u> <ul style="list-style-type: none"><li>I know the names of some body parts.</li><li>Keeping myself healthy.</li><li>Washing my Hands</li><li>Stranger Danger</li></ul>	<u>Relationships</u> <ul style="list-style-type: none"><li>Talking about friends and family.</li><li>Knowing what to do if others are mean to me.</li><li>Teamwork.</li></ul>	<u>Transition</u> <ul style="list-style-type: none"><li>Starting to know what I am good at.</li><li>Knowing who to ask for help.</li><li>To continue to build on my relationships in Foundation Stage.</li></ul>
		FS2	<u>Being Me in my World</u> <ul style="list-style-type: none"><li>Manage my feelings</li><li>Think about my friends' feelings</li><li>Understanding how to work together</li><li>We are good at different things</li></ul>	<u>Celebrating Difference</u> <ul style="list-style-type: none"><li>We are good at different things</li><li>Understanding we are all different</li><li>How to deal with conflict</li></ul>	<u>Dreams and Goals</u> <ul style="list-style-type: none"><li>Face problems and overcome them</li><li>Have a positive attitude</li><li>Say how I feel</li></ul>	<u>Healthy Me</u> <ul style="list-style-type: none"><li>Making the correct choices for my body</li><li>Stranger danger</li></ul>	<u>Relationships</u> <ul style="list-style-type: none"><li>Problem solving</li><li>Manage feelings</li><li>Making friends and being a good friend</li><li>Respect</li></ul>	<u>Transition</u> <ul style="list-style-type: none"><li>To know what I'm good at.</li><li>To know my likes and dislikes.</li><li>Knowing who to ask for help.</li><li>To build new relationships with other adults in school.</li><li></li></ul>
Communication and Language		FS1	We will: learn how to listen to stories and can remember what happens, be able to listen to single instructions, learn a lots of songs and rhymes, explore talking about simple questions, develop adding points of view when talking to adults and friends, learn how to listen to longer stories and can remember what happens, begin to talk about events in our live, be able to listen to two-part instructions, understand 'why' questions, learn to pay attention to more than one thing at a time, use talk to organise our thoughts.					

	FS2	We will learn how to communicate with each other, express our needs, taking turns to listen and talk as well as using new vocabulary.	We will explore and learn how to ask and answer simple questions. We will develop our speaking skills to talk using full sentences.	We will be trying to add more detail when talking about an event, using newly learnt vocabulary.	We will learn lots of new vocabulary and use it when we are discussing what we have discovered. We will describe events that have happened.	We will explore and learn how to express our opinion and ideas. We will begin to or fully demonstrate awareness of the listener and their needs.	We will further explore questions. We will explore asking and answering questions. We will explore how to share with others what we have learnt / understood. We will describe events that have happened.
Expressive Arts and Design		We will be working creatively by expressing ourselves using drawing, painting, and collage materials. We will also be learning how to plan, do and review when designing something with a purpose in mind.	We will be continuing to work creatively by expressing ourselves using drawing, painting and collage materials. We will learn new songs and make our own music to accompany them.			We will explore further how rhythm, dynamics, melody, and pitch can change the feelings music provokes. We will explore role play and dance and how these can be used to express emotions.	We will be further developing storylines into our imaginative play, using small world toys and role play props.
	Art & Design Focus	<u>Autumn 1: Kandinsky</u> We will explore what happens when they mix colours, experiment to create different textures. and select appropriate resources whilst adapt work where necessary.	Autumn 2	<u>Yayoi Kusama</u> Explore what happens when they mix colours. Experiment to create different textures. Select appropriate resources and adapt work where necessary.	Spring 1	<u>Giuseppe Arcimboldo</u> We will; learn that different media can be combined to create new effects, use simple tools and techniques competently and appropriately, select appropriate resources and adapt work where necessary, select tools and techniques needed to shape, assemble, and join materials they are using.	Summer 1
	Design & Technology Focus	Autumn 1 <u>Autumn 2: Making Paper Puppets</u> 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. FS1 We will be drawing and sticking to our wooden puppet faces. FS2 We will be drawing, sticking and cutting to make our puppet bag puppets.	Autumn 1	Spring 1 <u>Spring 2: Making a Fruit Salad</u> We will learn the importance of healthy food choices. And will use a range of small tools, including scissors, paintbrushes, and cutlery. FS1 We will be peeling and chopping soft fruits as well as mixing. FS2 We will be cutting, grating and mixing a range of different soft and hard fruits.	Spring 1	Summer 1 <u>Summer 2: Bird Feeders</u> We will use Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Sharing our creations, explaining the process they have used. FS1 We will be making our birdfeeders using mixing, rolling, tying and various tools. FS2 We will be cutting and scooping oranges and filling with bird seed.	Summer 1

	Songs & Rhymes	<ul style="list-style-type: none"> <li>•Heads, shoulders</li> <li>•If your happy</li> <li>•Ten little fingers</li> <li>•The foot bone...</li> </ul>	<ul style="list-style-type: none"> <li>•Dreidel Dreidel</li> <li>•Little Donkey</li> <li>•Mary Mary what a Surprise.</li> <li>•Skip Skip Skipptiy</li> </ul>	<ul style="list-style-type: none"> <li>-Twinkle Twinkle</li> <li>-5 Little Snowmen</li> </ul>		<ul style="list-style-type: none"> <li>•5 little bees</li> <li>•There's a spider...</li> <li>•Incy wincy</li> </ul>	<ul style="list-style-type: none"> <li>•Apples &amp; Banana's</li> <li>•Old Macdonald</li> <li>•5 little ducks</li> <li>•Baa Baa Black Sheep</li> </ul>
Physical		<u>Introduction to PE</u> <ul style="list-style-type: none"> <li>•To move safely and sensibly in a space with consideration of others.</li> <li>•To develop moving safely and stopping with control.</li> <li>•To use equipment safely and responsibly.</li> <li>•To use different travelling actions whilst following a path.</li> <li>•To work with others co-operatively and play as a group.</li> <li>•To follow, copy and lead a partner.</li> </ul>	<u>Ball Skills</u> <ul style="list-style-type: none"> <li>•To develop rolling a ball to a target.</li> <li>•To develop stopping a rolling ball.</li> <li>•To develop accuracy when throwing to a target.</li> <li>•To develop bouncing and catching a ball.</li> <li>•To develop dribbling a ball with your feet.</li> <li>•To develop kicking a ball</li> </ul>	<u>Dance</u> <ul style="list-style-type: none"> <li>•To use counts of 8 to know when to change action.</li> <li>•To explore different body parts and how they move.</li> <li>•To explore different body parts and how they move and remember and repeat actions.</li> <li>•To express and communicate ideas through movement exploring directions and levels.</li> <li>•To copy and repeat actions showing confidence and imagination.</li> </ul>	<u>Fundamentals</u> <ul style="list-style-type: none"> <li>•To develop balancing whilst stationary and on the move.</li> <li>•To develop running and stopping.</li> <li>•To develop changing direction.</li> <li>•To develop jumping and landing.</li> <li>•To develop hopping and landing with control.</li> <li>•To explore different ways to travel.</li> </ul>	<u>Games</u> <ul style="list-style-type: none"> <li>•To work safely and develop running and stopping.</li> <li>•To develop throwing and learn how to keep score.</li> <li>•To be able to play games showing an understanding of the different roles within it.</li> <li>•To follow instructions and move safely when playing tagging games.</li> <li>•To work co-operatively and learn to take turns.</li> <li>•To work with others to play team games.</li> </ul>	<u>Gymnastics</u> <ul style="list-style-type: none"> <li>•To copy and create shapes with your body.</li> <li>•To be able to create shapes whilst on apparatus.</li> <li>•To develop balancing and taking weight on different body parts.</li> <li>•To develop jumping and landing safely.</li> <li>•To develop rocking and rolling.</li> <li>•To copy and create short sequences linking actions together.</li> </ul>
		To explore the importance of good dental hygiene.	To explore healthy eating and making good choices.	To discuss what sensible screen time looks like. How to keep ourselves safe.	To further explore healthy eating and how to make healthy choices.	To explore and develop understanding of the importance of good dental hygiene.	To further explore how to make healthy choices. We will be further.  To discuss what sensible screen time looks like. How to keep ourselves safe.

# British Values

The Fundamental British Values of *Democracy*, *The Rule of Law*, *Individual Liberty* and *Mutual Respect and Tolerance of Different Faiths and Beliefs* are embedded in the to EYFS curriculum and practice.

We actively promote the British Values within the Early Years by:

## Democracy

- Encouraging children to know that their views count and their opinions are important, for example by following the children's interests for topics and activities.
- Encouraging children to make decisions together, e.g. when sharing toys and resources.
- Encouraging children to see their role in the 'bigger picture', e.g. linking to part of a family, class, group, school, community, parish, etc.
- Encouraging children to value each other's views and beliefs and to talk about their feelings – for example when they do or do not need help, topic ideas, ideas about how to organise an activity, or circle time activities about likes and dislikes.
- Providing opportunities for the children to vote for activity choices, e.g. a book for story time.
- Encouraging children to complete activities that involve turn-taking, sharing, discussion and collaboration, e.g. model making, role play activities and using equipment.
- Using group times and circle times to encourage children to take turns, listen to others, and to value and respect the contributions made by others in the group.
- Working together to create an environment where it is 'safe' to make mistakes, share thoughts and ideas, and to explore different options, e.g. promoting forgiveness after an argument, opportunities to retry an activity and tolerance for different views.

## The Rule of Law

- Encouraging adults and children to work together, to create group rules.
- Discussing the need for rules and how they should be administered fairly, e.g. the need for rules to keep everyone safe and happy.
- Teaching children to understand their own and other's behaviour and feelings, along with their consequences.

- Working together to create an environment where action are consistently followed through, e.g. adherence to class rules, follow-ups on discussions and other choices explored after taking a group vote.
- Encouraging and supporting children to learn how to distinguish right from wrong.
- Encouraging children to take turns, share and compromise.

## **Individual Liberty**

- Encouraging children to develop a positive sense of themselves.
- Providing opportunities for children to develop their self-esteem and confidence in their own abilities. For example, by sharing achievements and successes and promoting independence.
- Providing opportunities to take on risks, challenges and responsibilities and also encourage children to explore and discuss their thoughts, feelings and ideas with those that they trust.
- Encouraging children to try a range of different activities and opportunities, and to discuss and select their own preferences.
- Encouraging children to ask questions and trust that their opinions and ideas will be respected and valued.
- Providing opportunities for children to follow and develop their own interests and ideas.
- Providing activities for all children to engage in and actively challenge gender-specific tasks and activities.
- Encouraging children to reflect upon their similarities and differences, and appreciate and respect that others may have different views.

## **Mutual Respect and Tolerance of Different Faiths and Beliefs**

- Working as part of a group to create an environment that includes, values and promotes different faiths, cultures, views and races.
- Providing opportunities for the children to make links with the wider community, for example outings to local places, inviting family members or speakers to visit the setting, or making links with a local charity.
- Encouraging children to learn about other faiths, cultures, traditions, families, communities and ways of life. Encouraging the children to share their experiences with the group and allow the children to recognise similarities and differences between themselves and others. For example, by learning about festivals and special days, different types of family units, different occupations and places around the world.

- Encouraging children to learn about the world around them – both locally and further afield. For example:
  - local trips
  - using books, stories, posters and videos, etc. to learn about places far away
  - cultural days
  - local events and activities
  - national celebrations