



### Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) is a statutory framework set by the government and is the first stage of a child's education. It is a programme that sets the standards for the learning, development, and care for all children from birth to 5 years old in the UK. All early year's providers must meet this standard to ensure that children learn and develop well and are kept healthy and safe.

The statutory requirements for learning and development include 3 key elements:

- The characteristics of effective learning
- The seven areas of learning and development / educational programmes
- The Early Learning Goals (ELG's). The ELG's are used to inform assessment as they summarise the knowledge, skills and understanding that all young children should have gained by the end of Reception.

### Characteristics of Learning

<b>Playing and Exploring</b>	<b>Active Learning</b>	<b>Creating and Thinking Critically</b>
Is about finding out and exploring, playing with what they know and being willing to 'have a go'.	Is about being involved and concentrating, persevering and enjoying achieving, what they set out to do.	Is about having their own ideas, making links and choosing ways to do things

Kindness

Curiosity

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The Seven Areas of Learning			
Prime Areas			
<p><b>Personal, Social and Emotional Development</b></p> <p>Assertive knowledge of themselves and others. Establish emphatic relationships and cultivate respect for others Amplify social skills and discover how to regulate their feelings Understand proper behaviour in groups and have self-confidence. Personal, Social and Emotional Development area helps shape a children's social skills. It also helps to understand their complex feelings and generates respect.</p>	<p><b>Communication and Development</b></p> <p>The Communication and Language Development area provides children with chances to experience a robust language environment. This area helps to develop their self-esteem and skills in self-expression, as well as speak and listen.  Providing young children with an atmosphere to be expressive in various situations enables them to extend their language and communication skills.</p>	<p><b>Physical Development</b></p> <p>The Physical Development area increases possibilities for children to be more engaged and interactive. This area also helps to develop their movement and coordination. The EYFS help children learn the importance of physical activity and making healthy choices concerning food</p>	
Specific Areas			
<p><b>Literacy</b></p> <p>Children need to discover phonemic awareness. The ability to hear sounds, identify different words and start reading and writing. The Literacy area develops and encourages children to link sounds and letters, thus reading and writing. The EYFS gives children access to a wide range of reading materials. Such as books, written materials, and poems to ignite their interest in literacy.</p>	<p><b>Mathematics</b></p> <p>The Mathematics area guides children to develop skills with numbers and calculations. Also, with describing shapes, spaces, and measures.  Mathematics area includes: Presenting with opportunities to improve skills in using numbers, counting, and understanding. Calculating single addition and subtraction puzzles. Defining spaces, shapes, and measures</p>	<p><b>Understanding the World</b></p> <p>This area guides a child to make sense of their physical world and community. Understanding the World area involves children making sense of things by observing people. They learn to discover technologies and explore everything.</p>	<p><b>Expressive Arts and Design</b></p> <p>The Expressive Arts and Design area enable a child to explore and operate with an extensive range of media and elements. As well as provides possibilities. Also, it encourages them to share their thoughts, ideas and feelings. And they do it through some activities like art, music, dance, role-play, movement, design and technology. The Expressive Arts and Design area will allow children to express themselves in a creative way and learn new things.</p>

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### Early Years Foundation Stage Assessment

At the start of reception, the children undergo the Reception Baseline Assessment ([RBA](#)) which is a statutory assessment for all schools in the UK. The assessment provides practitioners with a starting point of where pupils are when they start school and progress will be measured between reception and the end of school.

Throughout the school year practitioners observe children to identify their interests and plan for successful learning and development.

At the end of Reception year children are either emerging or expected within the Early Learning Goals (ELG's) and staff report the results of the early years profile ([EYP](#)) to parents.

Every child has a learning journal, and this is shared with parents and carers. It is essential parents are kept up to date with their child's development. We recognise how important the role that parents have in supporting their children's learning and development.

### Special Educational needs and Disability SEND

Children with additional SEND are allocated a key person who will plan for their individual needs. Children are observed and monitored by their key worker and class teacher and this information is then used to tailor the curriculum to meet their interests. Key workers and parents work together, and they are supported by the SENCo to ensure appropriate training is received to support each child effectively.

### Planning for the Early Years Foundation Stage

At Crow Orchard we plan to deliver a broad and balanced curriculum that covers all aspects of the [Statutory Framework](#) programmes of study. To support us plan suitable learning opportunities for all our children we use [Development Matters](#) as a supporting document. Planning is tailored to link to observations of children's play and what their interests are. Throughout the year we explore topics and themes suggested by the children as well as planning a rolling 2-year programme as this ensures that the children have new learning experiences during their second year in Apple class.

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Nursery and Reception Topics 2022 – 2023 Cycle A					
Autumn		Spring		Summer	
Something Special	Light and Dark	Dinosaurs	The Woods	Old World	Out and About
<p>This topic encourages the children to talk about something special about themselves and their family / loved ones. Through this topic we will be learning about each other and concentrating on our physical, social and emotional development. The children will be settling in this half term and learning our rules and routines. This term helps us learn all about the children and their likes and dislikes to help us plan exciting and creative areas within the classroom.</p>	<p>This topic the children will be given a range of exciting experiences to observe and explore natural light. On bright sunny days the children will enjoy being outside, exploring shadows created by buildings, trees and fixed objects as well as creating their own. The children will explore the changes in weather and how this effects light. The children will build dens and create dark spaces experimenting with torches and creating their own light. Throughout this topic we will investigate colour and how they can be manipulated and changed. This topic will lead into Christmas celebrations</p>	<p>This topic delves into the world of Dinosaurs in all shapes and sizes. The children will investigate 2D and 3D shapes and understand their properties as well how shapes can be hidden in the local environment. As part of this topic, we will be going out into our local woodland and discovering natural patterns. We will be learning about where dinosaurs came from, what they eat and how they moved about.</p>	<p>This topic will excite the children as we will be going on a Gruffalo hunt. Leading up to the hunt we will learn all about our local environment and the woodland within Skelmersdale and take a number of visits to the River Tawd Area. We will research the different creatures / animals who live in the nearby woodland. As part of this term, we will be exploring and discovering 'Spring' and it's new beginnings. The children will have first-hand experience planting blubs and growing their own flowers.</p>	<p>During this topic children will be exploring the past and making links to modern day living. We will take a detailed look into people who help us by examining old photographs and videos from the past. The children will have opportunities to discuss the differences and similarities to those who help us today. We will research changes over time focusing on clothing, vehicles, equipment, food and buildings.</p>	<p>Throughout this topic the children will gain experience of travel out and about in Skelmersdale and its surrounding areas. We will look at range of post cards from around the UK and the children will have the opportunity to write their very own postcard which will be sent home by taking a walk to the local post box. Also, within this topic children will start to understand the different modes of transport used to travel around the UK and the rest of the world. The children will talk about familiar journeys and design their own journey maps.</p>

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Action songs and Rhymes 2022 – 2023 Cycle A					
Autumn		Spring		Summer	
Something Special	Light and Dark	Dinosaurs	The Woods	Old World	Out and About
Head Shoulders Knees and Toes If your happy and you know it Polly put the kettle on There's something special going on. Finger Family Stretch and grow Happy Birthday	Sally's Galoshes Hey diddle diddle I see the moon Open shut Girls and boys come out to play Wee Willy Winky Brown Bear Brown Bear Twinkle twinkle little star Jingle Bells Little Donkey	Dinosaur Much Dinosaur Stomp 10 little dinosaurs	Sleeping bunnies Spring chicken If you go down to the woods today. The Gruffalo - song	There was an old lady who swallowed a fly Jack and Jill Pea's pudding 5 current buns Miss Polly had a dolly Hickety pickety my red hen	The wheels on the bus Barefoot – The wheels on the bus in Guatemala. We all go travelling by A big red bus Row row row your boat
Trips and Enrichment 2022 – 2023 Cycle A					
Autumn		Spring		Summer	
Walk around the school and surrounding areas  Baseline Parents Meetings	Visitor - Reverend Shepherd.  Walk to the St Pauls Church  Ranger walk – River Tawd area  KS1 Nativity	Foraging – River Tawd area  Library walk  Easter Celebrations	Ashurst Beacon / Gruffalo Woods  River Tawd area  Trip – Farmer Teds	Visitor – Nurse Helen  Visitor – Joan Killey (local woman talking about her EY school experience discussing old photos)  Parents Evening	Trip to local post office / walk to local post box Visitor - postal worker  Trip on a bus / train  Sports Day  End of Year – Fun Day





Early Years - Overview Cycle A						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Personal, Social and Emotional	<p>Settling children in Setting up classroom rules and establishing routines - timetable Modelling play, desired behaviour and tidy up routines Building on children's independence and confidence – selecting resources safely. Circle time – Talking about our emotions and what makes us special and different to others.</p>	<p>Valuing difference. Be sensitive towards others and celebrate what makes each person unique. Recognise that we can have things in common with others. Use speaking and listening skills to learn about the lives of their peers. Know the importance of showing care and kindness towards others. Demonstrate skills in building friendships and cooperation.</p>	<p>Keeping myself safe. Talk about how to keep their bodies healthy and safe. Name ways to stay safe around medicines. Know how to stay safe in their home, classroom and outside. Know age-appropriate ways to stay safe online. Name adults in their lives and those in their community who keep them safe.</p>	<p>Rights and responsibilities. Understand that they can make a difference. Identify how they can care for their home, school and special people. Talk about how they can make an impact on the natural world. Talk about similarities and differences between themselves. Demonstrate building relationships with friends.</p>	<p>Being my best. Feel resilient and confident in their learning. Name and discuss different types of feelings and emotions. Learn and use strategies or skills in approaching challenges. Understand that they can make healthy choices. Name and recognise how healthy choices can keep us well.</p>	<p>Growing and changing. Understand that there are changes in nature and humans. Name the different stages in childhood and growing up. Understand that babies are made by a man and a woman. Use the correct vocabulary when naming the different parts of the body. Know how to keep themselves safe.</p>
Communication and Language	<p>Role play – home corner Small world play – starting school Snack time Circle time Key person time Talking and thinking Floor book carpet time Show and tell</p>	<p>Christmas performance Role play – Santa's work shop Small world play – Investigation station Circle time Key person time Talking and thinking Floor book carpet time Show and tell</p>	<p>Role play – Chinese Restaurant Small world play – Dinosaur world Circle time Key person time Class assembly Talking and thinking Floor book carpet time Show and tell</p>	<p>Role play – Home corner Small world play – The Gruffalo Circle time Key person time Spring music festival Talking and thinking Floor book carpet time Show and tell</p>	<p>Role play – Old Home / Homes from the past Small world play – Old and new Circle time Key person time Class assembly Talking and thinking Floor book carpet time Show and tell</p>	<p>Role play – Post Office Small world play - Vehicles Circle time Key person time Class assembly Talking and thinking Floor book carpet sessions Show and tell</p>

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## Curriculum Overview Early Years Foundation Stage



<b>Physical Development</b>	<p>Changing before and after PE</p> <p>Fine motor skills activities Dough disco Funky fingers Using scissors correctly Letter and number formation Developing balance and control in the outdoor area Ball skills rolling Gymnastics</p>	<p>Changing before and after PE</p> <p>Fine motor skills activities Dough disco Funky fingers Using scissors correctly Letter and number formation Developing balance and control in the outdoor area Ball skills under arm throw Gymnastics</p>	<p>Changing before and after PE</p> <p>Fine motor skills activities Dough disco Funky fingers Using scissors correctly Letter and number formation Developing balance and control in the outdoor area Ball skills over arm throw Dance</p>	<p>Changing before and after PE</p> <p>Fine motor skills activities Dough disco Funky fingers Using scissors correctly Letter and number formation Developing balance and control in the outdoor area Throwing, catching, bouncing Ball Skills</p>	<p>Changing before and after PE</p> <p>Fine motor skills activities Dough disco Funky fingers Using scissors correctly Letter and number formation Developing balance and control in the outdoor area Kicking Ball Skills</p>	<p>Changing before and after PE</p> <p>Fine motor skills activities Dough disco Funky fingers Using scissors correctly Letter and number formation Developing balance and control in the outdoor area Sports day Team Games</p>
<b>Literacy</b>	<p>Phase 1 &amp; 2 phonics. Recognising letter sounds. Oral blending and segmenting cvc words. Speaking and Listening Focus Introduce new children. Building children's understanding. Focus on early reading skills. Pencil control and name writing.</p>	<p>Phase 1 phonics Phase 3 phonics. ELS Recognising letter sounds. Oral blending and segmenting cvc and cvcc words. Reading HF and tricky words. Retelling and sequencing stories, instructions etc. Imperative verbs. Using adjectives to write character descriptions. Writing letters, cards and lists.</p>	<p>Phase 1 phonics Phase 3 phonics. ELS Recognising letter sounds. Oral blending and segmenting cvc and cvcc words. Reading and writing HF and tricky words. Reading sentences. Continue a rhyming string. Exploring features of a non-fiction book. Understanding that information can be found in books and on the internet. Non-fiction writing about dinosaurs</p>	<p>Phase 1 phonics Phase 3 phonics. ELS Recognising letter sounds. Oral blending and segmenting cvc and cvcc words. Reading and writing HF and tricky words. Constructing sentences. Writing a Recount of something we have done Practice writing sentences and the features that need to be included.</p>	<p>Phase 1 and 2 phonics Phase 4 phonics. ELS Recognising letter sounds. Oral blending and segmenting cvc and cvcc words. Reading and writing HF and tricky words. Constructing sentences using conjunctions. Writing a different ending to a well-known story There was an old lady who swallowed a fly.</p>	<p>Phase 1 and 2 phonics Phase 4 phonics. ELS Recognising letter sounds. Oral blending and segmenting cvc and cvcc words and polysyllabic words Reading and writing HF and tricky words. Constructing sentences using conjunctions. Plan and write own story. Postcards and letters home</p>



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<b>Mathematics</b>	<p>Take this time to get to know the children and what they know.</p> <p>Matching and sorting, comparing amounts. Compare size, capacity, Explore pattern</p>	<p>Representing 1 2 3 Comparing 1 2 3 Composition of 1 2 3 Circles and triangles Positional language 1 2 3 4 5 Numbers to 5 1 more, 1 less Shapes with 4 sides</p>	<p>Introducing zero Comparing 5 Composition of 4 and 5 Compare mass Compare capacity 6 7 8 Making pairs Combining groups</p>	<p>6 7 8 Length and height Time 9 10 Comparing numbers to 10 Bonds to 10 3D shape Pattern</p>	<p>Spatial reasoning, match, rotate, manipulate Adding more Take away Spatial reasoning compose and decompose Time – Breakfast, lunch, tea, bedtime</p>	<p>Numerical patterns Doubling, sharing even and odd spatial reasoning Deepening understanding Pattern and relationships Spatial reasoning mapping</p>
<b>Understanding the World</b>	<p>School environment inside and outside Meeting people who help us in our school Show interest in the different jobs people do Talking about the lives of people who are familiar to them and sharing news. Learning that we are all different in our school, but that we are all special Looking at where I live My journey to school Caring for my environment Senses Signs of Autumn Know the different between light and dark The children will learn new games, stories and songs through the use of the computer. E-Safety</p>	<p>Knowing some ways to keep safe. Know how to stay safe in their home, classroom and outside. Name adults in their lives and those in their community who keep them safe. Talk about their impact on the natural world. Learning about the Chinese culture and the New Year festival Chinese meal Making - pancakes Learning that we all enjoy different activities and that's what makes us unique. Signs of Spring Observing plants, animals, and living / decaying things. Begin to learn about the wider world and places beyond our country. A range of ICT will be used e.g. Interactive whiteboards, electronic toys. ICT will also be incorporated into role play through playing with old telephones, cameras etc. E-Safety Know age-appropriate ways to stay safe online.</p>	<p>Challenging stereotypes and negative attitudes promoting a positive attitude to difference Reflecting on the past year and their achievements and looking forward to new challenges Signs of Summer The children will continue to develop their skills using the interactive whiteboard, interactive listening station and electronic toys. Explore the wonder of the natural world and observe changes over time, plants growing, animal life cycles, tadpoles and butterflies. Explore and discover new life with either chicks or ducklings. Gain a sense of time and the past. Compare toys now to toys a long time ago. Understand how different vehicles work.</p>			





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Expressive Art and Design	<p>Portrait painting, mixing skin colours Free exploration of junk resources. Accessing resources independently and safely. Skin coloured playdough – manipulate for a purpose. Explore colour mixing. Diwali lamps. Digitally manipulate images of self.</p>	<p>Experimenting with torches Mixing colours Firework pictures and models. Use a range of materials including wood to make things. Music and movement. Create salt dough and make impressions. Leaf rubbings Christmas food. Plan a party with decorations. Design an advent calendar</p>	<p>Explore paint, mixing colours, adding texture to paint, using powder paint. Free exploration of junk resources. Accessing resources independently and safely Create own music and movement phrases</p>	<p>Easter activities Hammered flower press Whittling Free exploration of junk resources. Accessing resources independently and safely</p>	<p>Colour fabrics using a range of techniques e.g. fabric paints, printing, painting Design a puppet teddy bear Cut out shapes which have been created by drawing round a template onto the fabric Join fabrics by using running stitch, glue, staples, sewing, tape Decorate fabrics with buttons, beads, sequins, braids, ribbons</p>	<p>Shape fabric using scissors/snips Apply shapes with glue or by stitching Apply decoration using beads, buttons, feathers Create cords and plaits for decoration Apply colour with printing, dipping, fabric crayons Create and use dyes i.e. onion skins, tea, or coffee Create fabrics by weaving materials i.e. grass through twigs, long grass</p>
	Religious Education	<p>Birthdays Festivals from around the world. Harvest festival. Light festivals; Diwali Hanukkah Christmas why Jesus is believed to be a special baby</p>		<p>New life Chinese New year Shrove Tuesday Easter Mother's Day</p>		<p>Growth and transition Father's day Eid</p>





Nursery and Reception Topics 2022 – 2023 Cycle B					
Autumn		Spring		Summer	
Marvellous Me	Wonderful World	Bears	Dig Dig Dig	Animals	Fun at the Seaside
<p>Marvellous me is a fantastic topic to start the year. It promotes positivity in the classroom and gives the children have the opportunity to learn about themselves, their likes and dislikes as well as talk about their family life. It is a topic that helps to settle the children into their new environment learning our rules and routines.</p>	<p>During this topic we will take a journey around the world discovering the beauty within it. On our global adventure we will stop on Africa and explore the differences to our small town – Skelmersdale. We will read Handa’s Surprise and consider the different clothes, homes, facilities and languages spoken and we will explore with our 5 senses as we taste food traditional to African cultures. We will listen to a range songs and nursery rhymes from around the world. We will also look at the different festivals celebrated which will lead nicely into Christmas.</p>	<p>Withing this topic we will be reading and listening to lots of bear themed stories. The children will be invited to bring their favourite teddy to school, and we will be planning our very own Teddy Bears Picnic. The children will have the opportunity to create a picnic list of food items they wish to pack in our basket. We will look at old teddy bears and how they were made making links from past to present day. The children will design and make their own puppet teddy bear.</p>	<p>Dig Dig Dig explores the great outdoors, from digging in the garden using handheld tools to investigating building sites and farms where heavy machinery is used to dig enormous holes. The children will enjoy getting muddy as they plant seeds and grow their very own vegetables. This topic will create a love for all things nature, and it will provide the children with an opportunity to understand the importance of looking after our environment and all living things within it.</p>	<p>This topic covers animal life cycles, local or farm animals, wild animals, and pets. The children will learn how to care for pets and how many job roles there are that involve animals such as a Zookeeper, dog walker or a Vet. We will sort and classify animals into different groups and explore their natural habitats, finding out how they adapt to harsh weather conditions. We will read a range of stories and traditional animal tales.</p>	<p>With the summer holidays on the horizon this topic takes the children on an imaginative adventure, exploring both the coast and the animals that live in the ocean. We plan to give the children a first-hand experience of visiting a local seaside town and taking a walk along the sandy front / pier. Alongside a trip to the beach, we hope to take the children to the sea life centre where they can discover some of the sea’s largest inhabitants.</p>

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Action Songs and Rhymes 2022 – 2023 Cycle B					
Autumn		Spring		Summer	
Marvellous Me	Wonderful World	Bears	Dig Dig Dig	Animals	Fun at the Seaside
Head Shoulders Knees and Toes If your happy and you know it Polly put the kettle on There's something special going on. Finger Family Stretch and grow Happy Birthday	He's got the whole world in his hands The continents song 5 Little Monkey's Fruit Salad – yummy, yummy Apples and Bananas	We're going on a bear hunt If you go down to the woods today Teddy Bear Teddy Bear turn around Rock-a-by your bear	Wiggly Woo Little Miss Tuffet 5 buzzing bees Incy wincy spider Herman the worm Plant a little seed	Over in the meadow Old Macdonald We're all going to the Zoo 5 big hippos balancing There was a crocodile	Oh I do like to be beside the seaside. Over the deep blue sea She sells seashells 12345 once I caught a fish alive Baby shark
Trips and Enrichment 2022 – 2023 Cycle B					
Autumn		Spring		Summer	
Walk around the school and surrounding areas  Baseline – Parents Meetings	Visitor – Local woman from Malawi.  Visitor - Reverend Shepherd.  Walk to the St Pauls Church  KS1 Nativity	Teddy Bears Picnic – The River Tawd area  Library walk  Easter Celebrations	Ranger walk – The Tawd Valley Apple Orchard / Outdoor classroom.	Visitor – Zoo Lab (Class fund raiser)  Parents Evening	Trip – Blackpool Beach / Blackpool Sealife Centre  Sports Day  End of Year – Fun Day

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Personal, Social and Emotional	<p>Settling children in Setting up classroom rules and establishing routines - timetable Modelling play, desired behaviour and tidy up routines Building on children’s independence and confidence – selecting resources safely. Circle time – Talking about our emotions and what makes us special and different to others.</p>	<p>Valuing difference. Be sensitive towards others and celebrate what makes each person unique. Recognise that we can have things in common with others. Use speaking and listening skills to learn about the lives of their peers. Know the importance of showing care and kindness towards others. Demonstrate skills in building friendships and cooperation.</p>	<p>Keeping myself safe. Talk about how to keep their bodies healthy and safe. Name ways to stay safe around medicines. Know how to stay safe in their home, classroom and outside. Know age-appropriate ways to stay safe online. Name adults in their lives and those in their community who keep them safe.</p>	<p>Rights and responsibilities. Understand that they can make a difference. Identify how they can care for their home, school and special people. Talk about how they can make an impact on the natural world. Talk about similarities and differences between themselves. Demonstrate building relationships with friends.</p>	<p>Being my best. Feel resilient and confident in their learning. Name and discuss different types of feelings and emotions. Learn and use strategies or skills in approaching challenges. Understand that they can make healthy choices. Name and recognise how healthy choices can keep us well.</p>	<p>Growing and changing. Understand that there are changes in nature and humans. Name the different stages in childhood and growing up. Understand that babies are made by a man and a woman. Use the correct vocabulary when naming the different parts of the body. Know how to keep themselves safe.</p>
Communication and Language	<p>Role play – home corner Small world play – starting school Snack time Circle time Key person time Talking and thinking Floor book carpet time Show and tell</p>	<p>Christmas performance Role play – Santa’s work shop Small world play – Investigation station Circle time Key person time Talking and thinking Floor book carpet time Show and tell</p>	<p>Role play – The Three Bears House Small world play – Chinese Dinner Table Circle time Key person time Class assembly Talking and thinking Floor book carpet time Show and tell</p>	<p>Role play – Garden centre Small world play – Minibeast Circle time Key person time Spring music festival Talking and thinking Floor book carpet time Show and tell</p>	<p>Role play – Home corner Small world play – Animals Circle time Key person time Class assembly Talking and thinking Floor book carpet time Show and tell</p>	<p>Role play – Travel Shop Small world play - Rockpool Circle time Key person time Class assembly Talking and thinking Floor book carpet sessions Show and tell</p>



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<b>Physical Development</b>	<p>Changing before and after PE</p> <p>Fine motor skills activities Dough disco Funky fingers Using scissors correctly Letter and number formation Developing balance and control in the outdoor area Ball skills rolling Gymnastics</p>	<p>Changing before and after PE</p> <p>Fine motor skills activities Dough disco Funky fingers Using scissors correctly Letter and number formation Developing balance and control in the outdoor area Ball skills under arm throw Gymnastics</p>	<p>Changing before and after PE</p> <p>Fine motor skills activities Dough disco Funky fingers Using scissors correctly Letter and number formation Developing balance and control in the outdoor area Ball skills over arm throw Dance</p>	<p>Changing before and after PE</p> <p>Fine motor skills activities Dough disco Funky fingers Using scissors correctly Letter and number formation Developing balance and control in the outdoor area Throwing, catching, bouncing Ball Skills</p>	<p>Changing before and after PE</p> <p>Fine motor skills activities Dough disco Funky fingers Using scissors correctly Letter and number formation Developing balance and control in the outdoor area Kicking Ball Skills</p>	<p>Changing before and after PE</p> <p>Fine motor skills activities Dough disco Funky fingers Using scissors correctly Letter and number formation Developing balance and control in the outdoor area Sports day Team Games</p>
<b>Literacy</b>	<p>Phase 1 &amp; 2 phonics. Recognising letter sounds. Oral blending and segmenting cvc words. Speaking and Listening Focus Introduce new children. Building children's understanding. Focus on early reading skills. Pencil control and name writing.</p>	<p>Phase 1 phonics Phase 3 phonics. ELS Recognising letter sounds. Oral blending and segmenting cvc and cvcc words. Reading HF and tricky words. Retelling and sequencing stories, instructions etc. Imperative verbs. Using adjectives to write character descriptions. Writing letters, cards and lists.</p>	<p>Phase 1 phonics Phase 3 phonics. ELS Recognising letter sounds. Oral blending and segmenting cvc and cvcc words. Reading and writing HF and tricky words. Reading sentences. Continue a rhyming string. Exploring features of a non-fiction book. Understanding that information can be found in books and on the internet. Non-fiction writing about Goldilocks and the Three Bears</p>	<p>Phase 1 phonics Phase 3 phonics. ELS Recognising letter sounds. Oral blending and segmenting cvc and cvcc words. Reading and writing HF and tricky words. Constructing sentences. Writing a Recount of something we have done Practice writing sentences and the features that need to be included.</p>	<p>Phase 1 and 2 phonics Phase 4 phonics. ELS Recognising letter sounds. Oral blending and segmenting cvc and cvcc words. Reading and writing HF and tricky words. Constructing sentences using conjunctions. Writing a different ending to a well-known story The Three Billy Goats Gruff.</p>	<p>Phase 1 and 2 phonics Phase 4 phonics. ELS Recognising letter sounds. Oral blending and segmenting cvc and cvcc words and polysyllabic words Reading and writing HF and tricky words. Constructing sentences using conjunctions. Plan and write own story. Postcards home from Blackpool</p>



Curriculum Overview Early Years Foundation Stage



<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Mathematics</b></p>	<p>Take this time to get to know the children and what they know.</p> <p>Matching and sorting, comparing amounts.</p> <p>Compare size, capacity, Explore pattern</p>	<p>Representing 1 2 3 Comparing 1 2 3 Composition of 1 2 3 Circles and triangles Positional language 1 2 3 4 5 Numbers to 5 1 more, 1 less Shapes with 4 sides</p>	<p>Introducing zero Comparing 5 Composition of 4 and 5 Compare mass Compare capacity 6 7 8 Making pairs Combining groups</p>	<p>6 7 8 Length and height Time 9 10 Comparing numbers to 10 Bonds to 10 3D shape Pattern</p>	<p>Spatial reasoning, match, rotate, manipulate Adding more Take away Spatial reasoning compose and decompose Time – Breakfast, lunch, tea, bedtime</p>	<p>Numerical patterns Doubling, sharing even and odd spatial reasoning Deepening understanding Pattern and relationships Spatial reasoning mapping</p>
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Understanding the World</b></p>	<p>School environment inside and outside Meeting people who help us in our school Show interest in the different jobs people do Talking about the lives of people who are familiar to them and sharing news. Learning that we are all different in our school, but that we are all special Looking at where I live My journey to school Caring for my environment Senses Signs of Autumn Know the different between light and dark The children will learn new games, stories and songs through the use of the computer. E-Safety</p>	<p>Knowing some ways to keep safe. Know how to stay safe in their home, classroom and outside. Name adults in their lives and those in their community who keep them safe. Talk about their impact on the natural world. Learning about the Chinese culture and the New Year festival Chinese meal Making - pancakes Learning that we all enjoy different activities and that's what makes us unique. Signs of Spring Observing plants, animals, and living / decaying things. Begin to learn about the wider world and places beyond our country. A range of ICT will be used e.g. Interactive whiteboards, electronic toys. ICT will also be incorporated into role play through playing with old telephones, cameras etc. E-Safety Know age-appropriate ways to stay safe online.</p>	<p>Challenging stereotypes and negative attitudes promoting a positive attitude to difference Reflecting on the past year and their achievements and looking forward to new challenges Signs of Summer The children will continue to develop their skills using the interactive whiteboard, interactive listening station and electronic toys. Explore the wonder of the natural world and observe changes over time, plants growing, animal life cycles, tadpoles and butterflies. Explore and discover new life with either chicks or ducklings. Gain a sense of time and the past. Compare toys now to toys a long time ago. Understand how different vehicles work.</p>		



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Expressive Art and Design	<p>Portrait painting, mixing skin colours Free exploration of junk resources. Accessing resources independently and safely. Skin coloured playdough – manipulate for a purpose. Explore colour mixing. Diwali lamps. Digitally manipulate images of self.</p>	<p>Experimenting with fabrics from around the world Mixing colours Firework pictures and models. Use a range of materials including wood to make things. Music and movement. Create salt dough and make impressions. Leaf rubbings Christmas food. Plan a party with decorations. Design an advent calendar</p>	<p>Explore paint, mixing colours, adding texture to paint, using powder paint. Free exploration of junk resources. Accessing resources independently and safely Create own music and movement phrases</p>	<p>Easter activities Hammered flower press Whittling Free exploration of junk resources. Accessing resources independently and safely</p>	<p>Colour fabrics using a range of techniques e.g. fabric paints, printing, painting Design a puppet teddy bear Cut out shapes which have been created by drawing round a template onto the fabric Join fabrics by using running stitch, glue, staples ,sewing, tape Decorate fabrics with buttons, beads, sequins, braids, ribbons</p>	<p>Shape fabric using scissors/snips Apply shapes with glue or by stitching Apply decoration using beads, buttons, feathers Create cords and plaits for decoration Apply colour with printing, dipping, fabric crayons Create and use dyes i.e. onion skins, tea, or coffee Create fabrics by weaving materials i.e. grass through twigs, long grass</p>
Religious Education	<p>Birthdays Festivals from around the world. Harvest festival. Light festivals; Diwali Hanukkah Christmas why Jesus is believed to be a special baby</p>		<p>New life Chinese New year Shrove Tuesday Easter Mother’s Day</p>		<p>Growth and transition Father’s day Eid</p>	

