

Early Years Curriculum 2020

Our Aims - secure, confident children who are competent and creative learners, curious about the world. Skilful communicators who connect with others through language and play. To ensure all children have a positive disposition to learn, communicate and connect with others, to live as part of a community, enjoy learning and strive to broaden their knowledge and skills.

How we do this - Our ambitious EYFS curriculum is designed so all children make good levels of progress throughout the year. Exploratory learning, developing skills, thinking creatively and solving problems are central learning approaches. We want children to use all of their senses, learn through their play and rich first-hand experiences, growing, developing and thinking through movement. The characteristics of effective learning, Playing and exploring/Active learning/Creating and thinking critically, run throughout our in depth curriculum.

PROGRESSION MODEL

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
THEME & TEXT	All about me	Celebrations	Minibeasts	Being helpful	Reduce, reuse and recycle	Water/Seaside	
	Super Duper You!	Everyone Cooks Rice	Anansi the Spider	Who are our heroes?	Greta and the Giants	The Snail and the Whale	
Communication and language	<p>To use most speech sounds apart from l, r & j and th, ch & sh or clusters of two consonants at the beginning of words e.g. bl and st (as in black or step).</p> <p>Can begin to listen and to talk with interest but are easily distracted.</p> <p>Can hold a conversation but jump from topic to topic. Show interest in others' play and will join in.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p>	<p>Listen to and understand classroom instructions whilst busy with another task.</p> <p>Can describe what a simple word means, re-tell favourite stories, and give extra information about something that is not visible.</p> <p>Children understand turn-taking as well as sharing with adults and peers, and can initiate conversations.</p> <p>Engage in non-fiction books.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p>	<p>To know to look at who's talking and think about what they are saying.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Describe events in some detail.</p> <p>Can confidently start and take part in individual and group conversations, join in and organise co-operative role play with</p>	<p>Can put 4 or 5 word sentences together.</p> <p>Asks lots of questions and understand simple 'who?', 'what?' and 'where?' questions.</p> <p>Can refer to something from the past.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Can put 4 or 5 word sentences together.</p> <p>Asks lots of questions and understand simple 'who?', 'what?' and 'where?' questions.</p> <p>Can refer to something from the past.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Uses well-formed and longer sentences and sentences with more detail, join sentences using conjunctions.</p> <p>Understands concepts such as 'first', 'last' and 'maybe'.</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p>Use longer sentences and link them together.</p> <p>Describe events that have already happened and answer 'why?' questions.</p>	<p>Uses clear speech although they might still make a few mistakes with: D r, l, & th sounds D words with lots of syllables D words with consonant sounds together (like 'scribble' or 'strong').</p> <p>To use language to ask, negotiate or discuss ideas and feelings; use mostly relevant information and to specifically seek clarification when needed.</p> <p>Learn rhymes, poems and songs.</p>

			friends, and pretend to be someone else talking.			
Physical Development	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Hop and balance on one foot for up to two seconds.</p> <p>To move from 3 finger tripod pencil grip to 4 finger static with main movement coming from wrist.</p>	<p>Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes • personal hygiene</p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Able to pour, cut, and mash their own food.</p> <p>Fingers starting to move independently in pencil hold.</p>	<p>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.</p> <p>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.</p> <p>Dynamic grasp pencil hold.</p> <p>They catch a bounced ball most of the time.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Draw a person with two to four body parts.</p>	<p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Their artistic skills improve, and they can draw simple stick figures and copy shapes such as circles, squares, and large letters. Drawing more complex shapes, however, may take longer.</p> <p>They can use scissors.</p>	<p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>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.</p> <p>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</p> <p>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>	<p>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.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Combine different movements with ease and fluency.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>
Personal, social and emotional	Select and use activities and resources, with help	Show more confidence in new social situations.	Talk about their feelings using words	Manage their own needs.	Identify and moderate their own feelings socially and emotionally.	Think about the perspectives of others.

	<p>when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Begin to follow rules, understanding why they are important.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p>	<p>Develop their sense of responsibility and membership of a community.</p> <p>Begin to understand how others might be feeling.</p> <p>Increasingly follow rules, understanding why they are important.</p>	<p>like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Help to find solutions to conflicts and rivalries.</p> <p>Talk with others to solve conflicts.</p> <p>Begin to understand how others might be feeling.</p>	<p>Develop appropriate ways of being assertive.</p>	<p>See themselves as a valuable individual.</p> <p>Express their feelings and consider the feelings of others.</p>	<p>Show resilience and perseverance in the face of challenge.</p> <p>Build constructive and respectful relationships.</p>
Literacy	<p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Read individual letters by saying the sounds for them.</p>	<p>Write some or all of their name.</p> <p>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; write 'm' for mummy.</p> <p>Write some letters accurately.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p>	<p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Form lower-case correctly.</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Form lower-case and capital letters correctly.</p> <p>Begin to write short sentences with words with known sound-letter correspondences.</p>	<p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known sound-letter correspondences.</p>	<p>Re-read what they have written to check that it makes sense.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p>

<p>Mathematics</p>	<p>One to one principle Count objects, actions and sounds. Stable-order principle</p> <p>Explore the composition of numbers to 5.</p> <p>Continue and copy repeating patterns.</p>	<p>Subitise.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Continue copy and create repeating patterns.</p>	<p>Count beyond ten.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Compare numbers.</p>	<p>Explore the composition of numbers to 10.</p> <p>Compare length, weight and capacity.</p> <p>Abstraction principle</p>	<p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p>	<p>Automatically recall number bonds for numbers 0-10.</p> <p>Order-irrelevance principle</p>
<p>Understanding the world</p>	<p>Name and describe people who are familiar to them.</p> <p>Talk about members of their immediate family and community.</p> <p>To develop positive attitudes about the differences between people.</p> <p>Explore the natural world around them.</p>	<p>Describe what they see, hear and feel whilst outside.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Continue to develop positive attitudes about the differences between people.</p>	<p>Comment on images of familiar situations in the past.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Continue to explore the natural world around them.</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Continue to develop positive attitudes about the differences between people.</p>	<p>Draw information from a simple map.</p> <p>Understand that some places are special to members of their community.</p> <p>Talk about the differences between materials and changes they notice.</p>	<p>Recognise some environments that are different to the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Further, explore the natural world around them.</p>
<p>Expressive arts and design</p>	<p>Develop storylines in their pretend play.</p> <p>Explore and use a variety of artistic effects to express their ideas and feelings.</p> <p>Listen attentively, move to and talk about music.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Create collaboratively sharing ideas.</p> <p>Sing in a group or on their own.</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch.</p>	<p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Create collaboratively sharing ideas, resources and skills.</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>