



# Our EYFS Curriculum at Lostwithiel Primary School & Tiny Trees Nursery



<b>Intent</b>	At Lostwithiel Primary School	Ready, Respectful and Safe.
	Early Years Vision	<ul style="list-style-type: none"> <li>• Create a nurturing Early Years environment balancing play-based, child-led, and adult-led learning</li> <li>• Provide genuine, interest-based experiences connecting children with the real world</li> <li>• Follow principles focusing on each unique child, positive relationships, and enabling environments</li> <li>• Emphasize systematic learning in Maths and English</li> <li>• Foster independence and emotional wellbeing</li> <li>• Maintain strong partnerships with parents</li> <li>• Promote creativity, collaboration, and critical thinking with well-equipped environments and continuous development</li> </ul>
	Early Years Statement	We aim to provide a safe, secure and stimulating environment where all children, families and staff feel valued, empowered and happy to grow and learn together. Children actively learn through play, skillfully supported and challenged by practitioners who develop confident communicators and inspire imaginations through children's natural interests.

<b>Implementation</b>	Breath and Balance - Statutory Framework	Personal, Social and Emotional Development	Communication & Language	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design	
	Characteristics of Effective Learning	Playing and Exploring			Active Learning		Thinking Creative and Critically.		
	Learning Approaches	A learning focused climate - built on nurturing, positive relationships, enabling all to feel safe and thrive.		Non Statutory Guidance - Birth to 5 Matters / Development Matters	RWI Phonics	White Rose Maths / Learning Trajectories / Early Years Staffroom (Adult Led)	Quality and Inclusive Texts	Emergent Curriculum / Project work	
	Learning Environments	Indoor Continuous Provision	Forest School		EYFS outdoor environment	Local Community		Trips	
	Inspiring Contexts	Visits, visitors, events and experiences.	Range of high quality diverse texts.		Parent shared learning days	Outdoor environment		Children's interests explored.	

<b>Impact</b>	Great Outcomes	Emotional	Social	Intellectual
		Children are happy and enjoy coming to school. Parents and carers are happy with the nursery & school in high proportions and would recommend us to others.	Children demonstrate our vision and values in their learning and in their behaviour. Children learn to make the right choices for their safety. <ul style="list-style-type: none"> <li>• Characteristics of Effective Learning.</li> </ul>	Children consistently achieve highly, particularly the most disadvantaged. Children make at least expected progress and attain in line with or better than national expectations. Children with SEND achieve the best possible outcomes from their starting points.

	Evaluation	Documentation - through displays and Children's Learning Journeys.	Internal school self-evaluation) and first-hand evidence of how the children are doing.	Subject leadership monitoring <ul style="list-style-type: none"> <li>• Learning Walk</li> <li>• Pupil voice</li> <li>• Staff voice</li> <li>• Assessment Information</li> <li>• Review of any documentation</li> </ul>	Parental Views <ul style="list-style-type: none"> <li>• Surveys / Questionnaire</li> <li>• Verbal</li> <li>• Parents evenings</li> </ul>	Quality Staff CPD to build knowledge, skills and to develop practice.	Formative Assessment <ul style="list-style-type: none"> <li>• WellComm</li> <li>• RWI Phonics tracker</li> <li>• Reading Records</li> </ul>	Summative Assessment <ul style="list-style-type: none"> <li>• EYFS Profile</li> <li>• 2 year progress check</li> <li>• Reception Baseline Assessment</li> </ul>	External validation of judgments through school improvement partnerships, across CELT
	Empowering Parents as Partners	Progress Parents Evenings Pupil end of year reports - N2 & R	Transitions Visits to the setting and to meet the staff. Welcome pack	Events Exhibitions of learning 'Stay and Play style events' Reading café / Picnic	Sharing Information Class dojo Tapestry School Website (Dedicated area) & Social Media				

### Our Early Years Ethos at Lostwithiel Primary School

Our Early Years ethos prioritises a play-based curriculum offering a mix of child-led and adult led learning opportunities.

Our EYFS (Early Years Foundation Stage) ethos is driven by the goal of offering children genuine opportunities for authentic, relevant, and interest-based experiences that connect them with the real world.

Our EYFS curriculum is based on the principles of Development Matters and Birth to 5 matters: supported by the four guiding aspects of a 'unique child', 'positive relationships', 'enabling environments', leading to 'learning and development'. It draws on inspiration from Froebelian principles of self-direction, self-expression, and creative exploration.

Our EYFS program emphasizes systematic learning in Maths and English through the Read, Write, Inc. program and "number talk" for reasoning skills, integrating basic skills into daily direct and child-led activities. We prioritize each child's unique development and emotional wellbeing, fostering independence through play and child-led activities. Positive relationships with parents are vital, using tools like Tapestry, Seesaw, and ClassDojo to share achievements. Our well-equipped environments support learning through movement, creativity, and collaboration, with extended free-flow time for interests and critical thinking. Formative assessments guide teaching, with continuous and enhanced provision ensuring children's ongoing development.

## Curriculum Implementation - Personal, Social and Emotional Development

### Educational Programme

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

2-3 year olds (Nursery 1)

3-4 year olds (Nursery 2)

4-5 year olds (Reception)

#### Curricular Goals and Milestones (Steps to Success)

##### **Seeks out companionship with adults and other children, sharing experiences and play ideas.**

- Children make a strong relationship with their key person, using them as a 'secure base' throughout the session, as/when needed.
- Shows interest in what others are playing and sometimes joins in.
- Watches what friends are doing and can give and receive objects to another person.

##### **Express my own feelings to others.**

- Will approach a familiar adult when upset, excited or want to play.
- Display a big range of emotions using crying, gestures and vocalisations to express their needs and feelings.
- Express positive and negative feelings through actions and behaviours.

##### **Show confidence in new social situations.**

- Take part in familiar activities alongside their key person.
- Children begin to explore a wider range of activities.
- Children are curious about the environment and with support being to explore.

##### **Develops some independence in self-care and shows awareness of routines such as handwashing and toothbrushing, often still needing adult support.**

- Attempts to communicate toilet needs.
- Clearly communicates wet or soiled nappy or pants, showing increasing awareness of bladder or bowel urges.
- Helps with care routines, enjoying the rituals established for hand washing and teeth cleaning.

##### **Can play cooperatively with others.**

- Children take part in pretend play, communicating and beginning to negotiate with their friends.
- Plays with one or more children in a small group.
- Seeks out companionship with adults and other children, sharing experiences and play ideas.

##### **Can talk about their own feelings and the feelings of others.**

- Identify feelings in themselves and others.
- Can talk about a range of feelings.
- Express my own feelings to others.

##### **Be confident to have a go and try new things**

- Being willing to have a go at new activities or explore new activities within the environment.
- Become more outgoing with unfamiliar people.
- Show confidence in new social situations.

##### **Make healthy choices about food, drink, activity and toothbrushing.**

- Observes and can describe the effects of physical activity on their bodies.
- Can tell adults when hungry, full up or tired or when they want to rest, sleep or play.
- Develops some independence in self-care and shows awareness of routines such as handwashing, and toothbrushing, often still needing adult support.

##### **Develop friendships with other children, showing cooperation and resolving any conflicts.**

- Can take turns when playing with others, listening to their ideas.
- Can play with one or more children, extending and elaborating on play ideas.
- Can play cooperatively with others.

##### **Show empathy to others.**

- Understands the feelings of others and how to respond thoughtfully.
- Can talk about their own feelings and feelings of others.
- Can identify and express their own feelings.

##### **Show resilience and perseverance in the face of challenges.**

- Show confidence in choosing resources and perseverance when carrying out an activity.
- Be confident in the familiar school environment.
- Be confident to have a go and try new things.

##### **Know how and why to look after their bodies and can manage own self-care.**

- Show an understanding of healthy foods.
- Toilet independently and manage hygiene e.g. hand washing
- Make healthy choices about food, drink, activity and toothbrushing.

#### How

##### Key person role

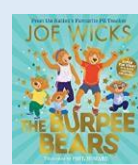
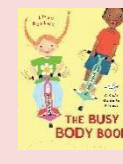
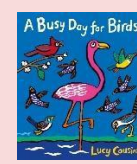
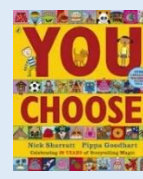
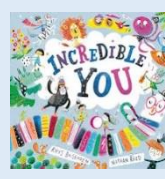
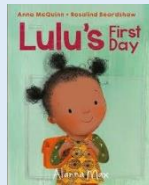
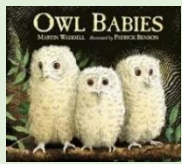
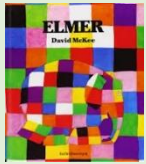
Turn taking games - music, PE, play based  
Building a sense of belonging in the environment - family display / homes / photos of themselves. (Individual Liberty)  
Supporting families with toilet training.  
The Big Brush.

##### Jigsaw

Circle time - exploring feelings through stories. (Individual Liberty)  
The Big Brush.  
Snack time routines.  
Hand wash song  
P.E /Forest School/ Daily out and about Sessions - warm up and cool down time.

##### Voting for small world enhancement (Democracy)

Circle time - exploring feelings through stories. (Individual Liberty)  
Healthy Eating / Choices  
Health and well-being day.



Enabling Environment across EYFS	Positive Relationships across EYFS	Characteristics of Effective Learning	Key Vocabulary
<ul style="list-style-type: none"> <li>• Specific Areas of continuous provision including Small World and Role Play.</li> <li>• A range of games available to encourage turn taking and sharing. (Democracy)</li> <li>• Forest School- session start reminds children of agreed rules to follow in order for them and others to stay safe Rules of Law)</li> <li>• Daily routines including snack time, toothbrushing, and review times.</li> <li>• Documentation - celebrating individual child's successes and achievements.</li> <li>• Snack area - menu board</li> <li>• Relax and calm area in provision.</li> <li>• Whole school / Seasonal Events - Children in Need</li> </ul>	<ul style="list-style-type: none"> <li>• Key Person Approach</li> <li>• Empowering Parents - Input for Focus child week. Hopes and dreams display. Key Worker information shared.</li> <li>• Stay &amp; Play - Inviting professionals - health visitors / dental hygiene as an advice drop in to parents.</li> <li>• Visit from Dental Nurse.</li> </ul>	<p>Playing and Exploring</p> <ul style="list-style-type: none"> <li>• Finding out and exploring</li> <li>• Playing with what they know</li> <li>• Being willing to 'have a go'</li> </ul> <p>Active Learning</p> <ul style="list-style-type: none"> <li>• Being involved and Concentrating</li> <li>• Keeping on trying</li> <li>• Enjoying what they set out to do.</li> </ul> <p>Thinking creatively and critically</p> <ul style="list-style-type: none"> <li>• Having their own ideas</li> <li>• Making links</li> <li>• Working with ideas</li> </ul>	<p>Family - Mum, dad, sister, brother, Grandma, Grandad</p> <p>Feelings - Happy, sad, angry, scared, worried, calm, love.</p> <p>Self care - wash, toilet, flush, potty, brush, nappy, pants, tired, sleep, hungry, full up, rest, soap, sweat, hot, cold, breathe, healthy, body</p> <p>Play, share, take turns, ideas, try, persevere, vote, choice, right, wrong, celebrate, friend.</p> <hr/> <p style="text-align: center;">Links to 5 Ps</p> <p>Pride, Perseverance, Passion, Partnership, Participation</p>

*“Competent and confident learners and communicators, healthy in mind, body and spirit, secure in their sense of belonging and in the knowledge that they make a valued contribution to society.”*

*Te Whā riki Early Childhood Curriculum*

## Curriculum Implementation - Communication & Language

### Educational Programme

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

2-3 year olds (Nursery 1)

3-4 year olds (Nursery 2)

4-5 year olds (Reception)

### Curricular Goals and Milestones (Steps to Success)

#### Can listen to a short story.

- Listens with interest to the noise adults make when they read stories.
- Shows an emotional response when sharing a book.
- Joins in with action rhymes and songs through actions or vocalisations.

#### Actions and/or words demonstrates understanding of simple concepts.

- Can find objects when asked.
- Can follow a simple 3-word instruction.
- Gives named objects to an adult.

#### Take part in pretend play, making up or developing a story

- Starting to use talk with familiar adults and peers creating sentences in their play
- Can link actions and words together to communicate.
- Copies words, gestures, actions and sounds of an adult.

#### Can listen to and answer questions about a story.

- Respond to a range of question types.
- Listen to stories and songs with interest and engagement.
- Can listen to a short story.

#### Can confidently talk about what they are doing and things they remember.

- Can talk to other children using vocabulary that reflects the breadth of their experiences.
- Use short sentences to explain.
- Actions and/or words demonstrates understanding of simple concepts.

#### Make up their own stories.

- Become familiar with the ways stories are structured.
- Can take part in telling a story through story acting.
- Take part in pretend play, making up or developing a story.

#### Can listen to a story and ask a relevant question and answer appropriately when asked.

- Ask questions about what I have heard.
- Respond with questions, actions and comments.
- Can listen to and answer questions about a story.

#### Have a 2-way conversation and express their ideas and feelings confidently .

- Is able to demonstrate understanding in their conversations by responding appropriately.
- Can talk about their thinking, ideas, feelings and events.
- Can talk about what they are doing and things they remember.

#### Create their own stories using a growing range of story language

- Understand the different elements of stories including character, setting, problem and solution.
- Listen to and acquire vocabulary from stories.
- Make up their own stories.

### How

Nursery rhyme time  
Listening and Attention small group games  
Class Favourite story books

Fred Talk  
Oracy - Talk Framework  
WellComm activities  
Early Talk Boost  
Speech and Language Progression activities  
Class Favourite story books

RWI phonics  
Oracy - Talk Framework  
Chatterfest Champions  
1:1 reading sessions  
WellComm activities  
Class Favourite story books

#### Enabling Environment across EYFS

- Specific Areas of continuous provision including Small World, Stage area, Book area, mark making, baking and Role Play.
- Range of texts (fiction and non-fiction) across the provision
- Enhancements to provision - Provocations and Invitations.
- Daily routines including morning meetings, review times and story times.
- Range of Documentation - Tapestry, books, displays, class dojo.
- Whole school / Seasonal Events - World Book Day. Nativity Play

#### Positive Relationships across EYFS

- In the moment planning.
- Empowering Parents - Input through Focus child sheets / Class dojo
- Visits

#### Characteristics of Effective Learning

- Playing and Exploring
- Finding out and exploring
  - Playing with what they know
  - Being willing to 'have a go'
- Active Learning
- Being involved and Concentrating
  - Keeping on trying
  - Enjoying what they set out to do.
- Thinking creatively and critically
- Having their own ideas
  - Making links
  - Working with ideas

#### Key Vocabulary

Listen, answer, word, actions, rhymes, songs, instruction, pretend, make up, remember, talk, speak, sound.  
Phonics - instruments, voice, environment, rhyme, alliteration.  
Questions - who, what, where, when, why, how  
Story - beginning, middle, end, character, setting, problem, solution, theatre, perform, book, fiction, non-fiction.

#### Links to 5 Ps

Pride, Perseverance, Passion, Partnership, Participation

*"A day without storytelling is for me a disconnected day. The children have their play. But I cannot remember what is real to the children without their stories to anchor fantasy and purpose."*

*Vivian Gussain Payley*

## Curriculum Implementation - Physical Development

### Educational Programme

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

2-3 year olds (Nursery 1)

3-4 year olds (Nursery 2)

4-5 year olds (Reception)

### Curricular Goals and Milestones (Steps to Success)

#### Can walk, run and climb on different levels and surfaces.

- Begins to understand and choose different ways of moving.
- Can move up and down a step/slope maintaining balance.
- Sits up from lying down, stands up from sitting, squats with steadiness to rest or play and rises to feet without using hands.

#### Manages a range of equipment purposefully e.g a spade to dig, push a wheelbarrow, pour from a jug, push and pull a brush.

- Explore a range of tools.
- Hold and manipulate tools using a fist or pincer grip including threading small items and using a turning motion with their hand.
- Pushes, pulls, lifts and carries objects, moving them around and placing them with intent.

#### Shows strength, balance and coordination to move in a range of ways.

- Refine a range of movement styles e.g run, walk, jump, crawl.
- Uses cross lateral movements to climb and move, using body and hands to maintain balance and stability.
- Can walk, run and climb on different levels and surfaces.

#### Manipulates a range of tools and equipment using one hand e.g. scissors, paintbrushes, hairbrushes, toothbrushes, ribbons, scarves.

- Use large muscle movements in making marks, waving flags and streamers- shoulder pivot.
- Holds pencil and smaller tools with thumb and whole hand.
- Manages a range of equipment purposefully e.g a spade to dig, push a wheelbarrow, pour from a jug, push and pull a brush.

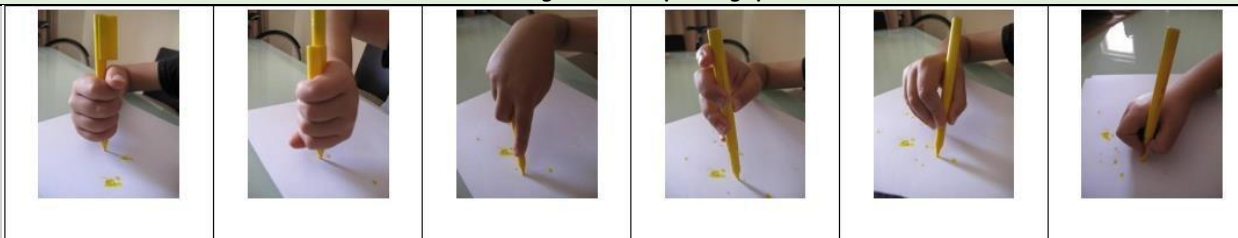
#### Shows good control, coordination and balance in gross motor movements.

- Develop fluency in movements and posture.
- Revise and refine fundamental movement skills.
- Shows strength, balance and coordination to move in a range of ways.

#### Is proficient in handling equipment and tools effectively including cutlery, craft tools and pencils for writing and drawing.

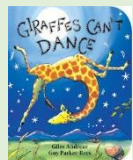
- Apply fine motor skills to a range of tools including one handed tools and begin to demonstrate good pencil control.
- Shows a preference for dominant hand.
- Manipulates a range of tools and equipment using one hand e.g. scissors, paintbrushes, hairbrushes, toothbrushes, ribbons, scarves.

### Progression of pencil grip

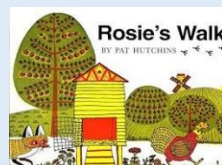
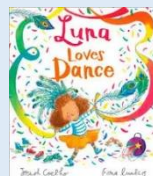


### How

Opportunities for Heuristic play.  
Circle time sessions - music and movement.  
Cosmic Yoga  
Daily Walks/Forest School  
Sand garden play  
Soft play  
Parachute games



Story Dough, Sand Garden,  
Forest School, daily walks,  
outdoor gross motor play,  
School hall for PE



Drawing Club, Forest School, Outdoor play, bikes,  
yoga, Leap into life.

Opportunities for Extra Curricular Clubs



Enabling Environment across EYFS	Positive Relationships across EYFS	Characteristics of Effective Learning	Key Vocabulary
<ul style="list-style-type: none"> <li>Specific Areas of continuous provision (indoors and outdoors) including Creative (malleable, painting, sewing, workshop), small world, mark making, fine motor (inc opportunities to develop scissor skills) cooking, tinkering, stage, sand, water, woodwork, den building.</li> </ul>	<ul style="list-style-type: none"> <li>Risk assessments ensure the safe use of tools and equipment (Rules of Law / Individual Liberty)</li> </ul>	Playing and Exploring <ul style="list-style-type: none"> <li>Finding out and exploring</li> <li>Playing with what they know</li> <li>Being willing to 'have a go'</li> </ul> Active Learning	Walk, run, climb, lay down, stand, sit, move, step, jump, crawl, Balance, pose, yoga, space Shoulder, wrist, hand, feet, knees, elbow, fingers, muscles Up, down, push, pull, turn, lift, carry, hold, thread, pour, dig, rotate, stir, twist, left, right, forwards, backwards, sideways.
<ul style="list-style-type: none"> <li>Forest School</li> <li>P.E sessions</li> <li>Daily routines including toothbrushing, snack time and lunch time.</li> <li>Whole school / Seasonal events - Sports Day</li> </ul>	<ul style="list-style-type: none"> <li>Visits from Sports Coaches</li> </ul>	<ul style="list-style-type: none"> <li>Being involved and Concentrating</li> <li>Keeping on trying</li> <li>Enjoying what they set out to do.</li> </ul> Thinking creatively and critically <ul style="list-style-type: none"> <li>Having their own ideas</li> <li>Making links</li> <li>Working with ideas</li> </ul>	Resources - scarf, brush, spade, rolling pin, needle, scissors, pencil, ribbons, knife, fork, spoon, <hr/> Links to 5 Ps <hr/> Pride, Perseverance, Passion, Partnership, Participation

*“To move, to run, to find things out by new movement, to feel one’s life in every limb, that is the life of early childhood.”*  
*Margaret McMillan*

## Curriculum Implementation - Literacy

### Educational Programme

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

2-3 year olds (Nursery 1)

3-4 year olds (Nursery 2)

4-5 year olds (Reception)

#### Curricular Goals and Milestones (Steps to Success)

<p style="text-align: center;"><b>Repeat words and phrases from familiar stories.</b></p> <ul style="list-style-type: none"> <li>Uses props to play with songs, stories or rhymes.</li> <li>Fills in the missing word or phrase in a known rhyme or story.</li> <li>Is interested in and anticipates books and rhymes.</li> </ul> <p style="text-align: center;"><b>Recognise and match pictures and silhouettes to objects in the environment.</b></p> <ul style="list-style-type: none"> <li>Points to objects, pictures or photographs to indicate a choice.</li> <li>Pays attention to the pictures in books and can point to a named object when asked.</li> <li>Beginning to recognise and discriminate between familiar objects, sounds and pictures.</li> </ul> <p style="text-align: center;"><b>Make simple marks including lines, curves and circular movements.</b></p> <ul style="list-style-type: none"> <li>Grasps a mark making implement and creates forwards, backwards and circular movements.</li> <li>Enjoys the sensory experience of making marks.</li> <li>Begins to understand the cause and effect of their actions in mark making.</li> </ul>	<p style="text-align: center;"><b>Know a repertoire of stories and rhymes.</b></p> <ul style="list-style-type: none"> <li>Join in with repeated refrains and phrases in rhymes, stories and poems.</li> <li>Sequencing and retelling events and stories.</li> <li>Repeat words and phrases from familiar stories.</li> </ul> <p style="text-align: center;"><b>Recognises familiar words and signs such as own name and advertising logos and screen logos.</b></p> <ul style="list-style-type: none"> <li>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</li> <li>Knows that print carries meaning.</li> <li>Recognise and match pictures and silhouettes to objects in the environment.</li> </ul> <p style="text-align: center;"><b>Mark make with confidence, using some letters accurately.</b></p> <ul style="list-style-type: none"> <li>Starting to show interest in letters particularly those from their own name</li> <li>Makes many different marks including closed shapes.</li> <li>Make simple marks including lines, curves and circular movements.</li> </ul>	<p style="text-align: center;"><b>Can describe what they have read, making inferences and predictions about what might happen next.</b></p> <ul style="list-style-type: none"> <li>Can recall and discuss what has happened in stories.</li> <li>Anticipate key events in stories.</li> <li>Know a repertoire of stories and rhymes.</li> </ul> <p style="text-align: center;"><b>Read simple sentences and books containing phase 2 and 3 sounds independently.</b></p> <ul style="list-style-type: none"> <li>Read captions and sentences applying their phonics skills.</li> <li>Begin to segment the sounds in simple CVC words and blend them together.</li> <li>Recognises familiar words and signs such as own name and advertising logos and screen logos.</li> </ul> <p style="text-align: center;"><b>Write simple sentences with independence.</b></p> <ul style="list-style-type: none"> <li>Start to write simple sequenced sentences with support.</li> <li>Begin to write CVC words.</li> <li>Mark make with confidence, using some letters accurately.</li> </ul>
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#### How

<p>Rhyme time, Favourite Class readers.</p>	<p>Fred games, Poetry basket, Fred talk throughout the day, Favourite Class readers Mark marking</p>	<p>Daily phonics teaching Individual reading books (matched to phonics) Favourite Class readers</p>
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#### Enabling Environment across EYFS

#### Positive Relationships across EYFS

#### Characteristics of Effective Learning

#### Key Vocabulary

<ul style="list-style-type: none"> <li>Specific Areas of continuous provision indoors and outdoors including Role Play, Mark making, Stage area, Reading area, Creative area, Small world.</li> <li>Fiction and Non-fiction texts around areas of provision.</li> <li>Writing opportunities across areas of provision.</li> </ul>	<ul style="list-style-type: none"> <li>Empowering Parents - Home reading books, Bedtime books bag, Lending library, phonics newsletters, stay &amp; Play sessions - Phonics and reading.</li> </ul>	<p>Playing and Exploring</p> <ul style="list-style-type: none"> <li>Playing with what they know</li> <li>Being willing to 'have a go'</li> </ul> <p>Active Learning</p> <ul style="list-style-type: none"> <li>Being involved and Concentrating</li> </ul>	<p>Story, rhyme, poem, listen, join in, Fiction, non-fiction, track, point, picture, book illustrator, author, blurb, text, title, page, turn, predict, retell, caption, sentence, letter, capital, full stop, sign, logo, name, beginning, middle, end, character, setting.</p>
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<ul style="list-style-type: none"> <li>Daily routines including tidy up time, snack time, story time.</li> <li>Documentation - celebrating individual child's successes and achievements.</li> <li>Displays - of children's mark making and stories.</li> <li>Whole School / Seasonal Events - World Book Day</li> </ul>	<ul style="list-style-type: none"> <li>Community links -Reading café.</li> <li>Visits / Links with Library</li> </ul>	<ul style="list-style-type: none"> <li>Keeping on trying</li> <li>Enjoying what they set out to do.</li> </ul> <p>Thinking creatively and critically</p> <ul style="list-style-type: none"> <li>Having their own ideas</li> <li>Making links</li> <li>Working with ideas</li> </ul>	<p>Phonics - instruments, voice, sound, environment, rhyme, alliteration, blend, segment, phoneme, grapheme, diagraph, trigraph, Marks, curves, lines, circles, up, down, round, under, over, zig zag, wave, spiral.</p> <p style="text-align: center;">Links to 5 Ps</p>
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*“Reading and Writing float on a sea of talk.”*

*James Britton*

## Curriculum Implementation - Mathematics

### Educational Programme

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

2-3 year olds (Nursery 1)	3-4 year olds (Nursery 2)	4-5 year olds (Reception)
<b>Curricular Goals and Milestones (Steps to Success)</b>		
<p><b>Be inquisitive and curious about numbers around them.</b></p> <ul style="list-style-type: none"> <li>Begins to say some numbers in order.</li> <li>Takes part in number rhymes.</li> <li>Responds to words like lots or more.</li> </ul> <p><b>Notice patterns and arrange things in patterns.</b></p> <ul style="list-style-type: none"> <li>Spot patterns and talk about them e.g. patterns on a scarf.</li> <li>Begin to arrange toys in their own patterns.</li> <li>Joins in with repeated sound and action patterns.</li> </ul> <p><b>Compare sizes, weights and shapes etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'</b></p> <ul style="list-style-type: none"> <li>Recognises that 2 objects have the same shape.</li> <li>Chooses puzzle pieces and tries to fit them in.</li> <li>Shows an interest in size and weight.</li> <li>Explores capacity by filling and emptying containers.</li> </ul>	<p><b>Counts to and links numbers to amounts to 5 and subitise to 3.</b></p> <ul style="list-style-type: none"> <li>Shows finger numbers to 5.</li> <li>Say one number name for each item.</li> <li>Make comparisons between quantities.</li> <li>Be inquisitive and curious about numbers around them.</li> </ul> <p style="text-align: center;"><b>Continue, copy and recreate repeated patterns.</b></p> <ul style="list-style-type: none"> <li>Can spot errors in patterns.</li> <li>Continue and create simple AB patterns</li> <li>Join in with and talk about patterned stories.</li> <li>Notice patterns and arrange things in patterns.</li> </ul> <p><b>Begin to talk about and explore the properties of shape and position, and make comparisons of different objects.</b></p> <ul style="list-style-type: none"> <li>Names simple geometric shapes in their play.</li> <li>Find the longer/shorter, heavier/lighter, and more/less of 2 objects.</li> <li>Responds to and uses language of position and direction.</li> <li>Compare sizes, weights and shapes etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy.'</li> </ul>	<p><b>To understand in depth numbers to 10, including number bonds.</b></p> <ul style="list-style-type: none"> <li>Recall and use number bonds to 5 and 10.</li> <li>Subitise to 5.</li> <li>Count, order, recognise and use numbers to 10 and beyond.</li> <li>Counts to and links numbers to amounts to 5 and subitise to 3.</li> </ul> <p style="text-align: center;"><b>To recognise, compare and explore mathematical patterns.</b></p> <ul style="list-style-type: none"> <li>Share equally.</li> <li>Count verbally beyond 20.</li> <li>Identify odds and evens.</li> <li>Find one more and one less.</li> <li>Continue, copy and recreate repeated patterns.</li> </ul> <p><b>Tackles problems involving prediction, discussion of properties of shape, spatial awareness and comparison of different measures.</b></p> <ul style="list-style-type: none"> <li>Select, rotate and manipulate shapes to develop spatial reasoning skills.</li> <li>Compose and decompose shapes so that children recognise a shape can have other shapes within it,</li> <li>Order 3 or more objects by measures.</li> <li>Name 2D and 3D shapes and talk about the properties.</li> <li>Begin to talk about and explore the properties of shape and position, and make comparisons of different objects.</li> </ul>

### How

<p><b>Rhyme Time</b></p> 	<p><b>Adult-led Maths Sessions</b></p> 	<p>Daily maths direct teaching Maths area provision Voting for small world enhancement (Democracy)</p> 
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Enabling Environment across EYFS	Positive Relationships	Characteristics of Effective Learning	Key Vocabulary
<ul style="list-style-type: none"> <li>Specific Areas of continuous provision including Block play, loose parts, playdough, home corner, mud kitchen, cooking and baking.</li> <li>Daily routines including self-registration, snack time.</li> <li>Rhyme time &amp; stories.</li> <li>P.E sessions in the hall.</li> </ul>	<ul style="list-style-type: none"> <li>Empowering Parents - Stay &amp; Play sessions</li> <li>Adult-led direct teaching following White Rose Maths / Learning Trajectories</li> </ul>	<p>Playing and Exploring</p> <ul style="list-style-type: none"> <li>Finding out and exploring</li> <li>Being willing to 'have a go'</li> </ul> <p>Active Learning</p> <ul style="list-style-type: none"> <li>Being involved and Concentrating</li> <li>Keeping on trying</li> <li>Enjoying what they set out to do.</li> </ul>	<p>Count, number, numeral, subitise, odd, even, amount, total, add, subtract, take away, share, equal, order, Pattern, spots, stripes, line, repeat, copy, create</p> <p>Shape specific language</p> <p>Big, little, small, high, low, tall, short heavy, light, same, different, more, less, forwards, backwards, left, right, in front, behind, above, under, next to,</p>

<ul style="list-style-type: none"> <li>Documentation - celebrating individual child's successes and achievements.</li> <li>Whole School / Seasonal Events - World Maths Day</li> </ul>	<ul style="list-style-type: none"> <li>In the Moment Planning</li> </ul>	Thinking creatively and critically <ul style="list-style-type: none"> <li>Having their own ideas</li> <li>Making links</li> <li>Working with ideas</li> </ul>	Links to 5 Ps Pride, Perseverance, Passion, Partnership, Participation
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*“The only way to learn mathematics is to do mathematics “*

*Paul Halmos*

# Curriculum Implementation -Understanding the World

## Educational Programme

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

2-3 year olds (Nursery 1)

3-4 year olds (Nursery 2)

4-5 year olds (Reception)

### Curricular Goals and Milestones (Steps to Success)

**Has a sense of own family and can remember and share events they have been part of.**

- Can identify significant people in their lives.
- Is interested in photographs of themselves and other familiar people and objects.
- Shows awareness of belonging to a small group.  
**Use all their senses in hands on exploration.**
- Explore collections of natural materials
- Talk about or respond to what they are seeing or experiencing in the natural world.
- Show curiosity and interest in the natural environment.
- Notice and show positivity to differences between themselves and others**
- Make connections between the features of their family and other families.
- Notice differences between people.
- Through play activities, is able to communicate things of personal significance about their lives, beliefs and cultures.

**Can talk about some of my own and my family's history (grandparents, parents, etc.)**

- Begin to make sense of their own life story.
- Talk about some of the ways I have changed over my life
- Has a sense of own family and can remember and share events they have been part of.
- Can describe what they see, hear and feel when outside.**
- Explore collections of materials with similar and/or different properties.
- Talk about things using a wide vocabulary.
- Use all their senses in hands on exploration.
- Talks about the differences I have seen in people, countries and communities**
- Know there are different places and countries in the world.
- Develop positive attitudes to people and their differences.
- Notice and show positivity to differences between themselves and others.

**Understands similarities and differences between the past and now.**

- Compare and contrast characters from stories, including figures from the past
- Comment of images of familiar situations from the past
- Can talk about some of my own and my family's history (grandparents, parents, etc.)
- Understand some important processes and changes in the natural world around them.**
- Explore the natural world around them, talking about changes and explaining why things occur.
- Recognise some environments are different to the one in which they live in- comment on and discuss similarities and differences.
- Can describe what they see, hear and feel when outside.
- Appreciate and accept different religious and cultural communities in their hometown, and around the world.**
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities between life in this country and others.
- Talks about the differences I have seen in people, countries and communities.

### How



Enabling Environment across EYFS

Positive Relationships across EYFS

Characteristics of Effective Learning


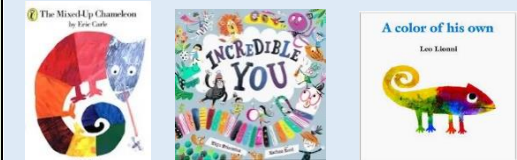
Key Vocabulary

<ul style="list-style-type: none"> <li>• Specific Areas of continuous provision including Small World, Role Play, Cooking &amp; baking, tinkering, loose parts, growing area, bug hotel.</li> <li>• Snack area - Compost and recycling bins</li> <li>• Forest School</li> <li>• Specific equipment - ipads, microscopes, projector cubes.</li> <li>• Enhancements to provision - Provocations and Invitations.</li> <li>• Displays - Family display in classrooms and Sense of belonging display.</li> <li>• Documentation - celebrating individual child's successes.</li> <li>• Daily routines - review times, story times.</li> <li>• Possible Whole School / Seasonal Events - Nativity, Easter, Lunar New Year, Harvest, Remembrance Day, Halloween, Diwali, Mother's Day, Father's Day. (Mutual Tolerance and respect)</li> </ul>	<ul style="list-style-type: none"> <li>• Key Person Approach</li> <li>• Empowering Parents - Focus child week. Hopes and dreams display. Class dojo. Inviting parents from the community to come and share experiences. (Mutual Tolerance and respect)</li> <li>• Community links -Library. (Mutual Tolerance and respect)</li> <li>• Possible range of experiences / Visitors to the setting - police, fire, nurses, local walks.</li> </ul>	<p>Playing and Exploring</p> <ul style="list-style-type: none"> <li>• Finding out and exploring</li> <li>• Playing with what they know</li> <li>• Being willing to 'have a go'</li> </ul> <p>Active Learning</p> <ul style="list-style-type: none"> <li>• Being involved and Concentrating</li> </ul> <p>Thinking creatively and critically</p> <ul style="list-style-type: none"> <li>• Having their own ideas</li> <li>• Making links</li> <li>• Working with ideas</li> </ul>	<p>Family - mum, dad, brother, sister, grandma, granddad, auntie, uncle, cousins, neighbours, community</p> <p>Science - Environment, growing, big, small, planting, change, recycle, explore, predict, experiment, float, sink, melt, freeze, cook, hard, soft, warm, cold, hot,</p> <hr/> <p>Links to 5 Ps</p> <hr/> <p>Pride, Perseverance, Passion, Partnership, Participation</p>
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*“The Wider the range of possibilities we offer children, the more intense will be their motivations and the richer their experiences.”*

*Loris Malaguzzi*

## Curriculum Implementation - Expressive Arts and Design

Educational Programme			
The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.			
2-3 year olds (Nursery 1)	3-4 year olds (Nursery 2)	4-5 year olds (Reception)	
Curricular Goals and Milestones (Steps to Success)			
<p><b>Explore a range of media and materials, understanding that they can be manipulated to create effects.</b></p> <ul style="list-style-type: none"> <li>Play with colours in a variety of ways.</li> <li>Use 2D and 3D structures to explore materials and/or express ideas.</li> <li>Notice and become interested in the transformative effect of their action on materials and resources.</li> </ul> <p><b>Show interest in and experiment with movements, vocalisations and sounds.</b></p> <ul style="list-style-type: none"> <li>Respond by moving their whole bodies to sounds they enjoy.</li> <li>Explore a range of sound makers and instruments and play them in different ways.</li> <li>Join in with songs and rhymes.</li> </ul>	<p><b>Uses a range of art materials, joining and colour mixing purposefully and freely</b></p> <ul style="list-style-type: none"> <li>Explores colours and colour mixing.</li> <li>Explore ways of joining materials.</li> <li>Explore a range of media and materials, understanding that they can be manipulated to create effects.</li> </ul> <p><b>Create your own dance, music or song to a piece of music or a story.</b></p> <ul style="list-style-type: none"> <li>Use musical instruments to create music.</li> <li>Create own songs or improvise on a known song.</li> <li>Explore different ways of moving their bodies and can follow an adult's lead.</li> <li>Show interest in and experiment with movements, vocalisations and sounds.</li> </ul>	<p><b>Select materials to work on processes that interest them. Explore, find out about and decide how materials, tools and techniques can be combined and changed.</b></p> <ul style="list-style-type: none"> <li>Develop own ideas through experimentation with diverse materials.</li> <li>Use increasing knowledge and understanding of tools and materials to explore interests and enquiries and develop their thinking.</li> <li>Uses a range of art materials, joining and colour mixing purposefully and freely.</li> </ul> <p><b>Perform a story, song, poem or rhyme to an audience.</b></p> <ul style="list-style-type: none"> <li>Develops storylines in pretend play.</li> <li>Sing in a group or alone.</li> <li>Create your own dance, music or song to a piece of music or a story.</li> </ul>	
How			
<p>Music time Construction play Creative play Sensory - scarfs</p> 			
Enabling Environment across EYFS	Positive Relationships across EYFS	Characteristics of Effective Learning	Key Vocabulary
<ul style="list-style-type: none"> <li>Specific Areas of continuous provision including creative areas, stage/ theatre area, block area, music</li> <li>Forest School</li> <li>Whole School / Seasonal Events - Christmas Performance</li> <li>Documentation - celebrating individual child's successes and achievements including display / gallery area.</li> </ul>	<ul style="list-style-type: none"> <li>Community Links - Church</li> <li>Visiting artist / musician</li> <li>Opportunities for collaborative /group work (Democracy)</li> <li>Risk assessments ensure the safe use of tools and equipment (Rules of Law / Individual Liberty)</li> </ul>	<p>Playing and Exploring</p> <ul style="list-style-type: none"> <li>Finding out and exploring</li> <li>Playing with what they know</li> <li>Being willing to 'have a go'</li> </ul> <p>Active Learning</p> <ul style="list-style-type: none"> <li>Being involved and Concentrating</li> <li>Keeping on trying</li> <li>Enjoying what they set out to do.</li> </ul> <p>Thinking creatively and critically</p> <ul style="list-style-type: none"> <li>Having their own ideas</li> <li>Making links</li> <li>Working with ideas</li> </ul>	<p>Colour, shape, form, structure, join, stick, materials, mix, fold, cut, together, mould, roll, squash, prod, poke, up, down, paint, brush, stroke, line, light, dark.</p> <p>Move, beat, rhythm, sway, twirl, instruments, sound, loud, quiet, perform, sing, dance.</p>
			Links to 5 Ps
			Pride, Perseverance, Passion, Partnership, Participation

*"Children need the freedom to appreciate the infinite resources of their hands, their eyes and their ears, the resource of forms, materials, sounds and colours."*

*Loris Malaguzzi*