**Portobello Primary School – Early Years Curriculum**

**Early Years Curriculum Intent**

In Portobello Primary we recognise the importance and value of an excellent Early Years Curriculum. Children are statutorily assessed against the Early Learning Goals at the end of Reception. However, our curriculum is broader and more diverse than these Early Learning Goals. It aims to broaden and provide a deeper understanding, encompassing key life skills and experiences, as well as developing all aspects of child knowledge and skills and the core principles embedded into the Early Years Foundation Stage:

* Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
* Every child can learn to be strong and independent through **positive relationships**
* Every child can develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/carers
* All children **develop and learn** in different ways and at different rates

Our skilled Early Years staff are able to develop these aspects of child knowledge and skills, with a memorable, enjoyable and effective Early Years experience, where our children feel safe and thrive. Therefore, we design opportunities to learn and talk about the local environment in which the children live. We carefully support the children to reflect upon unexpected changes to their world and give them strategies to become resilient, honest, curious and passionate.

​To ensure that all of our children make good or above progress, we insist that the starting points and prior learning of children are identified before they can begin their successful learning journey. We embrace the differences in all our children and celebrate their individual successes and achievements. Whilst some aspects of our curriculum have an element of academic challenge, which some children thrive on, we have fully embedded and believe in the three characteristics of effective teaching and learning which are:

* **Playing and exploring** - children investigate and experience things, and ‘have a go’
* **Active learning** - children concentrate, keep on trying if they encounter difficulties and enjoy achievements
* **Thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

 Our curriculum is developed to show sequences of learning with key knowledge and skills acquisition made explicit.

**Early Years Curriculum Implementation**

In our Early Years setting, we meet the requirements of the Early Years Foundation Stage Profile. We actively pursue safeguarding and promote the welfare of all of our children. As soon as the children enter our setting, we give them the tools, trust and confidence to know they are safe in school and to be able to talk to us about things happening in their lives and how they feel. We recognise, utilise and develop the differing social and cultural identities and the experiences that these may bring. We know that children learn most effectively when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults who care for them.

Our children in Early Years work towards the Early Learning Goals. These seven areas of learning are:

**Prime Areas**

* Personal, social and emotional development
* Physical Development
* Communication and Language development

**Specific Areas**

* Literacy
* Mathematics
* Understanding the world
* Expressive arts and design

To support the early development of our children, we believe that they should develop the prime areas first. As the children grow and mature, having these areas secure will support their learning and development in the specific areas. We are passionate that our children must learn by active exploring and through creative and critical thinking, which takes place both indoors and outdoors. Self-regulation is embedded into everyday practice. Our children are taught to think of themselves as learners and to be actively involved in their own learning. We insist that all learning activities support the characteristics of effective learning:

* Playing and exploring
* Active learning
* Creating and thinking critically

Subject knowledge of the Early Years Foundation Stage curriculum is strong amongst all staff, and where necessary appropriate CPD is provided to upskill. This knowledge is used to plan a broad, balanced and progressive learning environment and curriculum for all of our children. Our topics are carefully planned but are then driven and delivered by a child centred approach. To allow all children to excel, we ensure we provide experiences which motivate children, and are deeply rooted in the love of stories and reading. During the school day the children have opportunities to play and learn collaboratively with their friends in both the indoor and outdoor learning environments. Adults can skilfully interact with the children during sessions such as plan, do, review. They use the time in the provision to provide consistent quality interactions, where children make choices about what they will do, carry out their ideas and then reflect. We recognise that is it through active intervention and the support of a skilled adult that children make the most progress in their learning. Therefore, we provide discrete planned teaching to groups of children. At times, and when appropriate, these can provide academic challenge. Children develop their individual skills, and gain knowledge at different rates. An important element of our challenge comes from ensuring we instil ambition into all our children as individuals, as they learn across the curriculum. This ambition provides the solid foundation for challenge, reflection, and celebration. We take action to ensure all activities, designed or encouraged within our setting, promote personal and physical development of our children. Progress is accumulative as children gain, refine and internalise skills, knowledge and behaviour. Responding to the EYFS Reforms, we continue to promote assessment with a child centred approach. It remains important for us to have an overview of the progress of all children, ensuring everyone is understood, supported, and meets their individual potential. Our curriculum would not be as successful without the support from parents and carers. We take pride in the positive relationships we build with our families, which we work hard to develop from the outset, whether families positively engage with us immediately or are initially harder to reach. The relationships we endeavour to promote are positive and long-lasting. We know successful partnership working between parent/carers and teaching staff has a direct impact on well-being and learning.

**Continuous Provision**

The continuous provision in our Early Years refers to all areas which are available for children to use every day. Within these areas a range of core resources are provided for children to use. These resources offer a breadth of learning possibilities. The purpose of our effective continuous provision is to provide children with a constant environment that is safe for them to explore. Reflective of our curriculum, an important part of this provision is enabling the children to develop their skills and confidence in becoming independent learners. We are passionate that it is here children embed and connect concepts, as well and find challenge in their learning environment. Our continuous provision supports children’s learning and development across all seven areas and supports the characteristics of effective learning. High quality conversations regularly take place between children and our skilled EYFS staff. These conversations provide meaningful learning opportunities to model and extend speech and vocabulary. We ensure we are consistent within our continuous provision and recognise the importance of reflecting upon our practice. Twice a year staff complete audits provided by Early Excellence. These ensure we provide high quality resources to enhance our curriculum and learning opportunities for all children.

**Communication and Language**

Spoken language and how this is developed is embedded in all seven areas of learning and development. The interaction that children have form the foundations for both language and cognitive development. Therefore, it is imperative that children have quality conversations in a language rich environment. Early Years staff can effectively build language by commenting on what the children are interested in and introducing new vocabulary. Children should then be provided with extensive opportunities to use and embed this new vocabulary in a range of contexts. Reading frequently to children and engaging children in stories, non-fiction, rhymes and songs is of uppermost importance. Children will become confident at using a range of rich vocabulary when they are immersed in conversation, story-telling and role play.

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| **Early Learning Goal Communication and Language – Listening, Attention and Understanding** |
| Children at the expected level of development will: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactionsMake comments about what they have heard and ask questions to clarify their understandingHold conversation when engaged in back-and-forth exchanges with their teacher and peers |
| **In the Autumn Term children will be taught to:** | **In the Spring Term children will be taught to:** | **In the Summer Term children will be taught to:** |
| Listen to simple stories for short periods of timeEngage in rhyming activitiesUnderstand and respond to questions with increasing accuracy Respond to two step instructionsTalk ‘with’ and not just ‘to’ a peer Respond to questions from an adult as part of a conversation | Engage in story sessions for longer periods of time Engage in rhyming activities and display an increasing awareness of rhymeRecall simple stories and develop awareness of story eventsTalk about the content of non-fiction booksAsk questions to continue a conversation thread | Listen attentively, for a sustained period of timeListen attentively to both fiction and non-fiction booksRespond to what they hear by asking relevant questions or making relevant commentsEngage actively in conversation with a range of familiar adults and friends |
| Our Early Years Curriculum prepares our children for their ‘Reading’ learning in Year One. Listening to and participating in discussions about a wide range of poems, stories and non-fiction, taking turns and listening to what others say. |

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| **Early Learning Goal Communication and Language – Speaking** |
| Children at the expected level of development will: Join in with small group, class and one-to-one discussions, offering their own ideas, using their newly learnt vocabularyOffer explanations for why things might happen, making use of recently introduced vocabularyOffer explanation for why things might happen, making use of introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate |
| **In the Autumn Term children will be taught to:** | **In the Spring Term children will be taught to:** | **In the Summer Term children will be taught to:** |
| Look at and listen carefully to the person they are speaking to Begin to learn new topic vocabulary Wait for their turn to speak Speak in a full sentence using the correct tense and word orderBegin to develop their own narrativesUse talk to help work out problems and organise thinking and activities Learn rhymes, poems and songs | Use new taught vocabulary in contextArticulate their ideas and thoughts in well-formed complete sentences Use talk to help work out problems and organise thinking and activities. Retell a story, once they have developed a familiarity with the textLearn rhymes, poems and songs | Confidently join in with small group and class discussions Demonstrate use of their newly learnt vocabulary without being prompted Use the correct verb tense when retelling a story or discussing an event Describe events in detail and the correct chronological order Use talk to help work out problems and organise thinking and activitiesLearn rhymes, poems and songs |
| Our Early Years Curriculum prepares our children for their ‘Speaking’ learning in Year One. Learning to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. They will participate in discussions, presentations, performances, role play, improvisations and debates. |

**Personal, Social and Emotional Development**

In order for children to lead healthy and happy lives, their personal, social and emotional development is crucial. Safe relationships with safe supportive adults enable children to learn how to understand their own feelings and those of others. It is of upper most importance that children learn how to manage emotions and are given the appropriate strategies to deal with the range of emotions that differing situations can bring. It is necessary for children to develop a positive sense of self. It is through this that they will develop confidence in their own abilities, persist and set simple goals. Through repetitive modelling and guidance, provided by adults, children learn how to look after their bodies, this includes making good choices for eating and independently managing personal needs. For children play should be as natural as breathing, however it is through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts.

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| **Early Learning Goal Communication and Language – Self Regulation** |
| Children at the expected level of development will: Show an understanding of their own feelings and those of others, and begin to regulate accordingly Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions |
| **In the Autumn Term children will be taught to:** | **In the Spring Term children will be taught to:** | **In the Summer Term children will be taught to:** |
| Approach a safe adult when attention is requiredPut their hand up when wanting to contribute. Wait for their turn for resources Ensure that the task is completed before moving on, support from an adult could be included Follow simple one step instructions | Show an awareness of emotional support requirements for othersBegin to understand the effect that they can have on the emotions of others Begin initiating and negotiating sharing with their friendsComplete a task without reminders for a short amount of time Follow simple two step instructions | Regulate own behaviours in order to find solutions to conflicts Decide when to interrupt or to seek support from elsewhere Regulate themselves to wait until what they want is available Know when a task is completed before moving on Follow instructions involving several ideas  |
| Our Early Years Curriculum prepares our children for their learning on ‘Being Me in My World’ in Year One. Learning why we need to have different rules for different situations and why there are sometimes consequences if they are broken. They will learn that everyone, including themselves, have a duty to respect others’ rights.  |

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| **Early Learning Goal Communication and Language – Managing Self** |
| Children at the expected level of development will:Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Explain the reason for rules, know right from wrong and try to behave accordingly Manage their own basic needs, including dressing, going to the toilet and understanding the importance of healthy food choices |
| **In the Autumn Term children will be taught to:** | **In the Spring Term children will be taught to:** | **In the Summer Term children will be taught to:** |
| Separate from their main carer happily and come into school independentlyTake coat on and off Learn and follow the school expectations in different contexts (lunchtime, outdoors, in the classroom) Use appropriate manners to ask an adult for help or to do something Communicate to an adult if they have had a toileting accident  | Try new activities Try again if they don’t succeed the first timeUnderstand why we need rules and how they help to keep us safe Put coats and shoes on mostly independently | Maintain focus for a longer period of time Change their approach to something to be able to succeedNotice if they or others break the rules and understand there will be a consequence Regulate own behaviours in order to find solutions to conflicts  |
| Our Early Years Curriculum prepares our children for their learning on ‘Changing Me’ in Year One. Learning about the difference between kind and unkind behaviour and how this can affect others and how to treat themselves and others with respect. |

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| **Early Learning Goal Communication and Language – Building Relationships** |
| Children at the expected level of development will: Work and play cooperatively and take turns with others Form positive attachments to adults and friendships with peers Show sensitivity to their own and others needs |
| **In the Autumn Term children will be taught to:** | **In the Spring Term children will be taught to:** | **In the Summer Term children will be taught to:** |
| Play and learn alongside friends Separate from an adult when entering school without distress Have at least one friend whom they chose to play alongside Seek emotional support for themselvesPut their hand up and not shout out when wanting to contribute | Co-operate with another child to complete a task, whether child led or adult directed Interact with friends during unstructured times Happily, play and learn with the adults familiar to them in the setting to complete tasks Begin to listen to other children or groups and wait to have their turn to speak Say who is in their family | Co-operate with another child to complete a taskPlay alongside others, taking turns and solving conflict Initiate and respond to conversations from unfamiliar adults within school Regulate own behaviours in order to find solutions to conflictsRegulate themselves to wait until what they want is availableSay who is special to them and why |
| Our Early Years Curriculum prepares our children for their learning on ‘Relationships’ in Year One. Learning about how all families are different but should offer love, support, and a sense of belonging and how people have different roles in our life including different ways to help |

**Physical Development**

Physical Development enables children to lead happy and healthy lives, therefore is vital to their all-round development. Both gross and fine motor experiences develop incrementally throughout early childhood. Gross motor skills provide the foundation for healthy bodies and fine motor skills are later linked to key life skills and skills which are used in academic learning activities. Children develop physically at different rates, whether they are physically very able or require support with such skills, it is important that they are taught to use their surrounding environment to set their own goals and have the ambition to succeed in these on a personal level.

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| **Early Learning Goal Physical Development – Gross Motor Skills** |
| Children at the expected level of development will: Work and play cooperatively and take turns with others Form positive attachments to adults and friendships with peers Show sensitivity to their own and others’ needs |
| **In the Autumn Term children will be taught to:** | **In the Spring Term children will be taught to:** | **In the Summer Term children will be taught to:** |
| Explore movement skills of rolling, walking, running and skipping, crawling, jumping, hopping and climbingExplore a range of equipment Be aware of people around them Be able to make large muscle movements with control. Confidently use a range of large apparatus Explore a range of ball skills including: throwing, catching, kicking, passing  | Revise movement skills of rolling, walking, running and skipping, crawling, jumping, hopping and climbingUse a range of large and small apparatus with increasing confidence and control Begin to develop strength and coordinationDevelop a range of ball skills including: throwing, catching, kicking, passing | Refine movement skills of rolling, walking, running and skipping, crawling, jumping, hopping and climbingContinue to develop strength and coordinationRefine a range of ball skills including: throwing, catching, kicking, passing |
| Our Early Years Curriculum prepares our children for their learning on ‘Ball Skills’ in Year One. Learning how to develop control and coordination when dribbling a ball with hands and feet and developing accuracy when rolling, throwing and catching. They will explore tracking a ball that is coming towards them. |

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| **Early Learning Goal Physical Development – Fine Motor Skills** |
| Children at the expected level of development will:Be able to hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Be able to use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing |
| **In the Autumn Term children will be taught to:** | **In the Spring Term children will be taught to:** | **In the Summer Term children will be taught to:** |
| Create circle shapesHolds a pencil with a preferred dominant hand and pivot from shoulder to elbowHave increasing control when using an increasing number of toolsDraw lines Write their nameStart to make small cuts with scissorsUse a fork and spoon to eat with and begin to use a knife | Begin to use a range of tools with more accuracy Draw recognisable picturesUse a knife to cut their foodWrite their names forming the letters correctly  | Use a tripod grip to use a pencil effectively Write correctly formed letters Use scissors correctly to cut around a picture along the linesUse cutlery effectively including cutting food with a knife and forkAdd more detail to drawings and pictures |
| Our Early Years Curriculum prepares our children for their ‘Writing’ learning in Year One. Learning how to accurately form capital and lower-case letters in the correct direction, starting and finishing in the right place and form digits 0 -9.  |

**Literacy**

It is vital that children develop a life-long love of reading. Reading is made up of language comprehension and word reading. Language comprehension begins as soon as babies are born. Adults begin to talk about the world around them, they read books, say rhymes and sing songs. Children are often immersed in language. The reading of words is taught and learned later on in the development of a child. Children need to decode (work out) unfamiliar words and recognise the familiar in order to read and gain meaning from a text. Writing involves transcription of spelling and handwriting and composition of articulating ideas in speech before recording them in the written form.

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| **Early Learning Goal Literacy – Comprehension** |
| Children at the expected level of development will:Demonstrate understanding of what has been read to them by retelling stories and narratives using their own and recently introduced vocabulary Anticipate, where appropriate, events in storiesUse and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play |
| **In the Autumn Term children will be taught to:** | **In the Spring Term children will be taught to:** | **In the Summer Term children will be taught to:** |
| Understand that print has meaning and we read English text form left to right and from top to bottomEngage in story times Join in with predictable words, phrases and refrains Begin to answer simple questions about a familiar book/text orally Begin to listen to and talk about simple and topic related non-fiction books Retell a familiar storySequence three pictures in order from a well-known story Identify the main characters in a familiar story/traditional tale Begin to make simple predictions about how the story might end  | Read and understand simple phrases and sentences Re-read books to build up their confidence in word reading and improve their understanding Engage in conversations about storiesJoin in with and continue predictable words and phrases Answer simple questions about a familiar book/text orally Read and understand phrases and sequence three pictures in order from a familiar story, using narrative language to retell the story Make predictions about how the story might end and how the story might develop  | Re-read books to build up their confidence in word reading and improve their fluency and their understanding Engage in extended conversations about stories, demonstrating the correct use of new vocabularyRetell a familiar story/traditional tale and include repeated words and phrases correctly Answer simple questions about a familiar book/text in shared or independent reading Sequence more than three pictures in order, using narrative language and new vocabulary to retell the story Make detailed predictions about how the story might end |
| Our Early Years Curriculum prepares our children for their ‘Reading’ learning in Year One. Learning how to explain clearly their understanding of what is read to them and make simple inferences about the feelings of characters.  |

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| **Early Learning Goal Literacy – Word Reading** |
| Children at the expected level of development will:Say a sound for each letter in the alphabet and at least 10 digraphsRead words consistent with their phonic knowledge by sound-blendingRead aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. |
| **In the Autumn Term children will be taught to:** | **In the Spring Term children will be taught to:** | **In the Summer Term children will be taught to:** |
| Understand that print has meaning and we read English text form left to right and from top to bottomDevelop their phonological awareness, clapping syllables in a word, recognising words with the same initial soundRead individual graphemes by saying the phonemes for them – s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l, ff, ll, ss, j, v, w, x, y, z, qu, Words with ‘s’ at the end (plurals and verb) ch, sh, th, ng, nk, Blend phonemes into wordsRead taught common exception words  | Read some digraphs that each represent one phoneme – ai, ee, igh, oa, oo,oo, ar, or, ur, ow, oi, ear, air, ur, er, Double letters (bb rr gg), Double letters (dd pp ff tt) Read longer words with taught digraphs inRead words with more two or more digraphs inRead words ending in ingRead compound wordsRead taught common exception words | Revisit and read taught long vowel sounds from phase 3 and phase 2 digraphs based on assessmentsRead CVCC, CCVCC, CCCVC, CCCVCC wordsRead longer phase 4 words, including compound wordsRead words ending in -ing, -ed/t, -ed/it, estRead taught common exception words  |
| Our Early Years Curriculum prepares our children for their ‘Reading’ learning in Year One. Continuing their Little Wandle Letters and Sounds synthetic phonics learning and learning how to read books aloud, accurately, that are consistent with their developing phonic knowledge and progressing their common exception word recognition.  |

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| **Early Learning Goal Literacy – Writing** |
| Children at the expected level of development will:Write recognisable letters, most of which are correctly formedSpell words by identifying sounds in them and representing the sounds with a letter or lettersWrite simple phrases and sentences that can be read by others |
| **In the Autumn Term children will be taught to:** | **In the Spring Term children will be taught to:** | **In the Summer Term children will be taught to:** |
| Copy write name correctly and begin to write it from memoryBegin to form lower-case letters correctly as they learn the phonemes Write CVC words by segmenting the phonemes and then writing the graphemes Understand that a sentence is a complete thought that makes senseCompose a sentence orally and begin to write it downRepresent initial phonemes correctlyCopy write common high frequency words  | Write full name from memory Form lower-case letters accurately when copying Write CVC words containing (taught phoneme/graphemes)Compose a simple sentence orally and hold it (with support), remembering what they are going to write. Begin to use a capital letter at the start of a sentence and full stop at the endBegin to re-read their sentence to check for sense Copy write common high frequency words | Write full name accurately including capital letters Form correctly formed pre-cursive letters Independently compose a sentence orally and hold it, remembering what they are going to write Write short sentences with words with known phoneme grapheme correspondences, using a capital letter and full stop. Re-read writing to check that it makes sense.  |
| Our Early Years Curriculum prepares our children for their ‘Writing’ learning in Year One. Learning to say out loud what they are going to write about and composing a sentence orally before writing it. They will be taught to punctuate sentences using a capital letter and a full stop and exclamation mark. |

**Mathematics**

An early love of number and a solid foundation to mathematical skills and patterns are essential for a life long learning in mathematical thinking. Mathematics is not a trick nor a song or rhyme but a series of thinking, making connections and forming firm foundations. Young children need to be able to count with confidence and have a secure and deep understanding of the numbers to and within 10 and be offered the opportunities to apply and consolidate their understanding in a number of different ways. It is of upper most importance that children are immersed in mathematical language and develop positive attitudes towards reasoning and ‘having a go’.

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| **Early Learning Goal Mathematics – Number** |
| Children at the expected level of development will:Have a deep understanding of number to 10, including the composition of each numberSubitise (recognise quantities without counting) up to 5Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts |
| **In the Autumn Term children will be taught to:** | **In the Spring Term children will be taught to:** | **In the Summer Term children will be taught to:** |
| Recognise and name numbers 0 to 5 when not in order Count 1:1 correspondence to 5 Count an irregular arrangement to 5 Understand that zero means nothing Match numeral to quantity to 5, concrete and visual Display a deep understanding of the composition of numbers to 5 Solve addition and subtraction calculations to 5 - practically and visually Find 1 more and 1 less for a number to 5 Solve addition facts to 5 Solve subtraction facts to 5 Understand and solve number bonds to 2 and 3 Subitise to 5 - dots on a die, numicom piece, ten-frameUnderstand double 1,2,3 and halving even numbers to 6 | Recognise and read numbers to 7 when not in order Count accurate 1:1 correspondence to 7 Count an irregular arrangement to 7 Match numerals to quantity to 7 Display a deep understanding of the composition of numbers to 7 Become more confident with the part whole model for numbers to 7 Solve addition and subtraction calculations to 10 practically and visually Find 1 more and 1 less using numbers to 10 Solve quick mental recall - addition facts to 7 Solve mental recall - subtraction facts within 7 Understand and solve number bonds to 5, 6 and 7Know that addition and subtraction are related Half numbers 2,4,6, 8, and 10 and double numbers to 5 Subitise to 5 - dots on a die, numicom piece, ten-frame | Recognise and read numbers to 10 – including when not in orderMake 10 in different ways and combinations Confidently count to 10 Subitise to 10 through the use of patterns such as numicom, ten frame, bar modelMatch numeral to quantity up to 10 Understand 1 more and 1 less for numbers to 10 Mentally recall number bonds to 5 progress to number bonds to 10Calculate addition bonds and subtraction facts to/within 10 Know that addition and subtraction are related Recall all doubles to 5 Recall half of 2,4,6, 8, and 10 Know that doubling and halving are related Subitise to 5 – dots on a dice, numicom piece, ten-frame, pebbles, etcKnow that = sign means balance/is worth the same as /is the same quantitySolve addition and subtraction calculations when = is presented in different place (e.g. 10 = 7+3) |
| Our Early Years Curriculum prepares our children for their learning in ‘Number and Addition and Subtraction’ in Year One. Learning to count, read and write numbers to 100 in numerals. They will be taught to represent and use number bonds and related subtraction facts within 20 and add and subtract one-digit and two-digit numbers to 20. |

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| **Early Learning Goal Mathematics – Numerical Patterns** |
| Children at the expected level of development will:Be able to verbally count beyond 20, recognising the patterns of the counting system Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than, or the same as the other quantity Explore and represent patterns within numbers up to 10, including odd and even numbers, double facts and how quantities can be distributed equally |
| **In the Autumn Term children will be taught to:** | **In the Spring Term children will be taught to:** | **In the Summer Term children will be taught to:** |
| Use visual aids to count by rote forwards and backwards to 10 Use visual aids to count on and back in 1s from any number to 10 Know by heart the number before and after numbers to 5 Chant rhymes and sing songs involving numbers  | Use visual aids to count in 1s forwards to 20 and beyond Use visual aids to count forwards in 1s from any number to 20 Use visual aids to count back in 1s from 20Use visual aids to say the number before and after of quantities up to 5 Recognising more/greater than, fewer/less than and the same as Understand and use the vocabulary more, most, greater than, fewer, less than and equals, the same as with quantities up to 5Explore odd and even numbers to 10 and begin to recognise the patterns | Count by rote from 0 forwards to 20 and beyond Count by rote forwards in 1s from any number to 20 and beyond Compare and order a variety of quantities up to 10 recognising greater than, less than and equal to Understand and use the vocabulary more, most, greater than, fewer, less than and equals, the same as with quantities up to 10 Instant recognition of odd and even numbers to 10  |
| Our Early Years Curriculum prepares our children for their learning in ‘Place Value and Ordering’ in Year One. Learning to count within 100, forwards and backwards, starting with any number and use the language of: equal to, more than, less than (fewer), most, leasttocompare andorder numbers and quantities. |

**Understanding the World**

The children need to learn to make sense of and understand the world which surrounds them and in which they live. To do this they need to develop an enquiring mind and a sense of belonging. Each child comes to school as a unique child but they bring with them their family and their culture. Children foster and develop their understanding of our vast, developing and diverse world through first hand experiences, such as meeting people and visiting places, as well as listening to stories and using technology.

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| **Early Learning Goal Understanding the World – Past and Present** |
| Children at the expected level of development will:Talk about the lives of the people around them and their roles in societyKnow some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling |
| **In the Autumn Term children will be taught to:** | **In the Spring Term children will be taught to:** | **In the Summer Term children will be taught to:** |
| Look at and describe a personal family photograph of a familiar event Talk about members of their immediate family and community Understand and talk about being similar and different to each otherChildren begin to develop positive attitudes about the similarities and differences between people | Retell what their grownups told them about their life story Identify key roles in the family or society and begin to understand how they help to keep households or communities safe Look at a childhood photograph from a parent for a familiar event  | Compare the past and present in their own personal experiences Look at a childhood photograph from a grandparent for a familiar event and discuss what is the same / what is different to their parents/carers and their own lifeFurther develop their knowledge of key roles in society and begin to think about their own personal responsibility  |
| Our Early Years Curriculum prepares our children for their learning on ‘Changes in Living Memory’ in Year One. Learning to ask people they know about their experiences in the past and compare it to their own. They will use sources showing familiar objects and begin to explore increasingly unfamiliar objects. |

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| **Early Learning Goal Understanding the World – People, Culture and Communities** |
| Children at the expected level of development will:Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and mapsKnow some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in classExplain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps |
| **In the Autumn Term children will be taught to:** | **In the Spring Term children will be taught to:** | **In the Summer Term children will be taught to:** |
| Describe their immediate environment and record in drawings Begin to develop an understanding of different religious occasions from around the world  | Know that there are different countries and these make up the worldTalk about some of the countries children have visited for holidays and look at similarities and differencesDevelop their knowledge of the celebration of special times from around the world  | Name places of local importance to the community Talk about the features of the places that they are familiar with and can begin to describe how they are different to other placesRecognise that people have varied beliefs around the world and can respect these |
| Our Early Years Curriculum prepares our children for their learning on ‘My Local Area’ in Year One. Learning to identify different types of homes and use maps and aerial photographs of the school surrounds. Our Early Years Curriculum prepares our children for their learning on ‘Christianity and Judaism’ in Year One. Learning about different religious celebrations and what these mean to the people who observe these customs.  |

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| **Early Learning Goal Understanding the World – The Natural World** |
| Children at the expected level of development will:Explore the natural world around them, making observations and drawing pictures of animals and plantsKnow some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in classUnderstand some important processes and changes in the natural world around them, including the seasons and changing states of matter |
| **In the Autumn Term children will be taught to:** | **In the Spring Term children will be taught to:** | **In the Summer Term children will be taught to:** |
| Show respect, empathy and kindness for the natural worldIdentify similarities and differences in the natural worldExplore different materialsIdentify and name different types of weatherDraw their observations and begin to talk about them | Talk about information from simple maps Explore and describe the natural world around them Observe the changing seasons on the natural world around them Show care and concern for living things Name some domesticated and wild animal names Draw and label their observations | Make observations of their local area, animals and plantsDraw pictures of animals and plants that include the main features and partsTalk about some similarities and differences between their local environment and that of other countries Talk about the different seasons. Talk about some life cycles |
| Our Early Years Curriculum prepares our children for their learning on ‘My Local Area’ in Year One. Learning to identify different types of homes and use maps and aerial photographs of the school surrounds. Our Early Years Curriculum prepares our children for their learning on ‘Plants’ in Year One. Learning to identify and compare different types of plants and trees and describe the structures and where they live. Our Early Years Curriculum prepares our children for their learning on ‘Seasonal Changes’ in Year One. Learning to observe and describe changes in the seasons and record their observations in tables and charts.  |

**Expressive Arts and Design**

Artistic talent and cultural awareness support imagination and creativity. Therefore, providing time and opportunities to engage, play and explore arts, using a wide range of media is important to child development. Art can also play an important part of how children learn to express themselves as they develop their understanding and communication.

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| **Early Learning Goal Expressive Arts and Design – Creating with Materials** |
| Children at the expected level of development will:Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture and form Share their creations, explaining the process they have used Make use of props and materials when role playing characters in narratives and stories |
| **In the Autumn Term children will be taught to:** | **In the Spring Term children will be taught to:** | **In the Summer Term children will be taught to:** |
| Use given resources to create pictures and models Talk about what they have made Explore a range of materials to make things with in their environment  | Create models and pictures using a range of resources Choose the most appropriate way to make their idea following a plan that they have created to meet a given purpose Review their learning as part of plan, do, review  | Draw with increasing complexity Talk about their own design ideas Confidently talk through their stage of plan, do, review |
| Our Early Years Curriculum prepares our children for their learning on ‘Drawing, Painting and Mixed Media and Sculpture and 3D’ in Year One. Learning to use different materials they will plan and create a sculpture. They will choose to paint with colours that look good next to each other and be taught to evaluate their learning using key vocabulary. |

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| **Early Learning Goal Expressive Arts and Design – Being Imaginative and Expressive** |
| Children at the expected level of development will:Invent, adapt and recount narratives and stories with peers and their teacherSing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music |
| **In the Autumn Term children will be taught to:** | **In the Spring Term children will be taught to:** | **In the Summer Term children will be taught to:** |
| Join in with taught songs and nursery rhymes Explore and play with a range of musical instruments Begin to match the sound to the instrument Copy a simple dance Use pre-selected props and small world to retell parts of a story  | Sing taught songs with melody Use instruments to match a simple taught rhythm and able to make up own musical patterns Respond to music through dance Move to a beatUse free choice props and small world to retell parts of a story  | Sing a song / rhyme that has been taught Perform a simple poem Copy a simple beat pattern Play an allocated instrument Move in time with music take part in a simple repetitive dance routine Invent or adapt a known story to create a new narrative |
| Our Early Years Curriculum prepares our children for their learning on ‘Hey You!’ in Year One. Learning that music has a steady pulse, to confidently sing songs and to play a tuned instrument alongside a song. |

**Early Years Long Term Plan**

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| **Term** | **Topic Name** | **Stories and Poems** | **Songs and Rhymes** |
| **Autumn 1** | **My Friends, My Community and Myself!***Who am I, where do I live and who keeps me safe?* | **Main Stories:*** The Colour Monster
* Ruby’s Worry
* Snuffle Bunny
* Astro Girl

**Books that link to the topic:*** Here’s a Little Poem
* Anna Hibiscus’ Song by Atinuke
* Bog Baby
* Emily Brown and the Thing
* So Much
* Splash, Anna Hibiscus!
* The Girl with the Parrot on her Head
* My Very First Mother Goose
* 1, 2, 3 with Goose

**Halloween:*** Winnie the Witch
* Funny Bones
* Meg and Mog
* We’re Going on a Pumpkin Hunt
* Five Little Pumpkins
 | **Traditional Rhymes**Head, shoulders… 1,2,3,4,5 once I caught … Here is a beehive … Tommy Thumb … If you’re happy and you know… Incy Wincey spider Jack and Jill … Hey diddle diddle. \*There was an old lady …**Themed Songs*** Friends Song - The Singing Walrus
* Me! Super Simple Songs
* Something Special - Friends Song
* Let's Be Friends by London Rhymes
* Will You Be a Friend of Mine Song for Kids - The Kiboomers
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| **Autumn 2** | * On Sudden Hill
* Goldilocks and the Three Bears
* Stanley’s Sticks
 | **Autumn*** 5 Autumn leaves
* Dingle, Dangle scarecrow
* Remember, Remember

**Christmas*** Nativity sings
* Carols
* Twelve days of Christmas
* SANTA is his name O
* 1 little, 2 little, 3 little elves
* Jingle Bells
* Frosty the snowman
* I’m a little snowman
* We wish you a Merry Christmas
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| **Spring 1** | **Animals of the world!***Is there an animal for every letter of the alphabet?* | **Main Stories:*** Blue Penguin
* Lost and Found
* Poles Apart
 | **Traditional Rhymes**Weather themed poems Dr Foster… One misty moisty morning… It’s raining, it’s pouring… When bear went over the mountain When Goldilocks went to… Little Bo peep… Mary had a little lamb…**Themed Songs*** Animal Sounds Songs - Super Simple Songs for Kids
* Old McDonald
* The farmer’s in his den
* ABC Song - Animal Safari

**Easter Songs****Songs about new life** |
| **Spring 2** | **Main Stories:*** Jack and the Beanstalk
* What the Ladybird Heard
* Information Texts on Chicks
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| **Summer 1** | **There’s something yummy in my tummy!***What does it taste like?* | **Main Stories:*** Handa’s Surprise
* The Gingerbread Man
* The Runaway Chapati
 | \*Miss Polly … … Hot cross buns… She sells sea-shells …**Themed Songs*** On top of spaghetti all covered in cheese
* Pizza Hut song
* I like to eat – Super Simple Songs
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| **Summer 2** | **Hop Aboard!***How shall we get there?* | **Main Stories:*** The Train Ride
* Naughty Bus
* The Three Little Pigs (focus on which machines/vehicles you would need to build the houses)
* Transport information books
 | The Grand old Duke of York…Sing a song ox sixpence… Old King Cole… There was a princess long ago, The wheels on the bus Down by the station, A pirate went to sea, sea…Wheels on the bus.**Themed Songs*** We All Go Traveling By - Barefoot Books Singalong
* Dump Truck Disco - Barefoot Books Singalong
* Driving in My Car - Super Simple Songs
* Transportation Song - The Singing Walrus
* Alphabet Transport -ABC Transportation Song for Kids - Learn Vehicles, Phonics and Alphabet ABCs
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