

Early Years Curriculum



Learn – teach us the skills and knowledge for life

Enjoy –allow us to explore and have fun learning

Achieve – help us to be the best we can be

Our Curricular Goals

To be confident communicators who can question and express our ideas and feelings	To develop an understanding of the importance of a healthy body and mind
To have a shared love and passion for reading	To be curious learners who show resilience in the face of challenge
To be caring and respectful citizens who value our own beliefs as well as those of others	To be enthusiastic writers who have the basic skills to transfer our ideas onto paper
To be mastery mathematicians who are secure with number and counting	To be creative and innovative individuals who can express ourselves

Our Aims	For each individual child to fulfil their highest possible potential
	To provide an individual learning experience for every child
	To create learning opportunities without limits in an inclusive community
	To foster a nurturing approach to positive behaviour, mental health and well being





Our School Values

Kindness	Respect	Ambition	Pride
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RECEPTION	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/Theme	Super Me	Into the Woods	When I Grow Up	Circle of Life	Time Machine	Around the World
Enrichment activities Forest School (All Year)	School Nurse – Handwashing Learn and Share	Animal encounter Making gingerbread Pantomime	Feeling good week Emergency services, police, fire, vet, chef visits Dentist talk Road Safety walk Big garden bird watch	World Book day Learn and share Planting seeds butterflies Ducklings/chicks	Parents / grandparents to read a story Stockwood Park Trip	Farm trip African drumming Presentations from children / parents / staff on their country of origin. Sports day Park Visit
Key Texts	Super-duper You Same but different Superkid Love Makes a Family The boy who learned to fly The Growing Story	Little Acorn We're Going on a Bear Hunt The Gruffalo Gingerbread Man Christmas Story	When I grow Up Oi dog collection Zeki gets a check up plus <i>Non-fiction occupations texts</i>	The Tiny Seed The Hungry caterpillar Monkey puzzle Jack and the Beanstalk	Each peach pear plum Grandma's House Katie in London Paddington at the Tower	Clean Up Tiddler Same, same but different What the Ladybird Heard
Characteristics of effective Learning						
Playing and exploring: Children investigate and experience things, and 'have a go'Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning		Active learning: Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.		Creating and thinking critically: Children develop their own ideas and make links between these ideas.They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

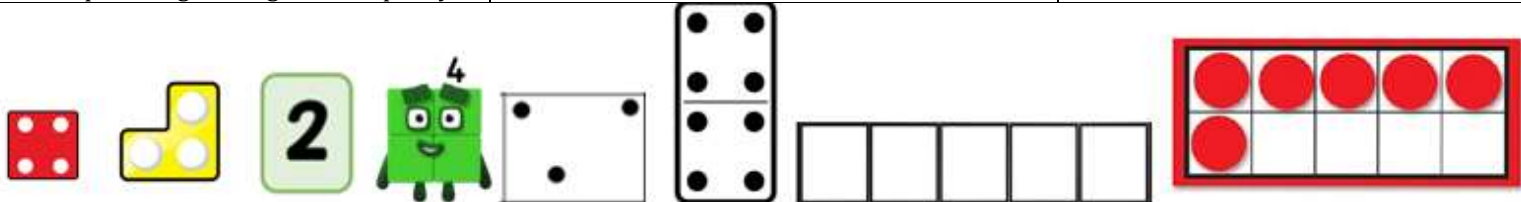
Personal, Social and Emotional Development <i>Learn and Share Mornings</i> <i>Tapestry (Parental involvement)</i> <i>NSPCC</i> <i>Feeling Good Week</i> <i>Transition</i> <i>Self- Regulation</i> <i>Inside Out</i> <i>Zones of Regulation</i> <i>Mindful movement/yoga</i> <i>citizenship</i> <i>Buddy time</i> <i>See ICT for Internet safety</i>	<i>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.</i>					
	Settling in- Making friends My body/hygiene	Keeping healthy (nutrition and exercise)	Feeling good (feelings and emotions) Plus Dental care and road safety	Keeping healthy (nutrition and exercise)	Feeling safe (physically, emotionally, and at home)	Keeping safe (internet) Transition and change
	What makes you unique? Can you name your body parts and know which parts should be private? How can you look after your body? Why do you need to keep your body clean?	Which foods will keep you healthy? Which foods give you good energy? How can you keep your heart healthy?	How does it make you feel? How does it make others feel? How can you stay safe by the road/riding your bike? How can you look after your teeth? Which foods are good for your bones and teeth?	Where does healthy food come from? How can you grow / cook healthy food? How do you feel when you exercise / eat healthy? What happens if you don’t exercise / eat healthily?	Where do you feel safe? What can you do if you feel unsafe? Which things might be dangerous in your house/garden?	What are you looking forward to next year? What are you nervous about? What can you do if you are feeling nervous or anxious? What makes you feel good?
	<ul style="list-style-type: none">- Explain the reasons for rules, knowing right from wrong and try to behave accordingly.- Work and play cooperatively- Manage their own needs (personal hygiene)- Build constructive and respectful relationships- - See themselves as a valuable individual.	<ul style="list-style-type: none">- Know and talk about the different factors that support their overall health and wellbeing: (<i>regular physical activity, healthy eating, tooth brushing, sensible amounts of ‘screen time’, having a good sleep routine and being a safe pedestrian</i>)- Identify and moderate their own feelings socially and emotionally.- - Express their feelings and consider the feelings of others.		<ul style="list-style-type: none">- Show resilience and perseverance in the face of challenge.- Think about the perspectives of others.- Be confident to try new activities and show independence.		
Vocabulary	safe unsafe healthy unhealthy rules routines dangerous trust private					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language <i>Daily story time</i> <i>Chatterbox</i> <i>End of morning reflection time</i> <i>Circle time</i> <i>Word aware</i>	<i>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.</i>					
	<ul style="list-style-type: none">- Understand how to listen carefully and why listening is important.		<ul style="list-style-type: none">- Ask questions to find out more and to check they understand what has been said to them.		<ul style="list-style-type: none">- Connect one idea or action to another using a range of connectives.- Describe events in some detail.	

Appendix a (Vocabulary by area)	<ul style="list-style-type: none">- Learn and use new vocabulary Develop social phrases.- Engage in story times.- Listen to and talk about stories to build familiarity and understanding.- Listen to and learn rhymes and songs, paying attention to how they sound.		<ul style="list-style-type: none">- Articulate their ideas and thoughts in well-formed sentences.- Retell the story, some as exact repetition and some in their own words.- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.		<ul style="list-style-type: none">- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.	
French	Does everyone say hello in the same way? Can you respond to the register in French?					
Physical Development	<i>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.</i>					
	Gymnastics	Games	Dance	Gymnastics/Games	Team Games	Athletics
	Can you Squat with steadiness to rest or play with an object on the ground? Can you rise to your feet without using hands? Can you climb confidently and begin to pull yourself up on the equipment?	Can you negotiate space successfully in racing and Chasing games with others? Can you run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles?	Can you move freely with pleasure and confidence in a range of ways? E.g. slithering, shuffling, rolling, crawling, walking, running, jumping, sliding, hopping. Can you experiment with different ways of moving?	Can you jump off an object and land safely? Can you travel with confidence and skill around, under and over?	Can you kick a ball? Can you catch a large ball? Can you perform an overarm and underarm throw? Can you bounce a ball? Can you show increasing control of an object when pushing, patting, throwing, catching or kicking?	Can you run safely on your whole foot? Can you vary your pace depending on distance?
	<u>Fundamental Movement skills</u>					
	Running fast Hopping on both feet Roll a ball underarm <i>Under arm throw</i> Overarm throw Bounce a ball Catch a large ball					
	<ul style="list-style-type: none">- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.		<ul style="list-style-type: none">- Revise and refine the fundamental movement skills they have already acquired: (rolling, crawling, walking, jumping, running, hopping, skipping, climbing)- Progress towards a more fluent style of moving, with developing control and grace.- Combine different movements with ease and fluency.		<ul style="list-style-type: none">- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	

Fine Motor skills Morning- Busy fingers Appendix b (scissor progression) Appendix c (Fine motor progression)	Progression in pencil grip 					
	<ul style="list-style-type: none"> - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. - Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. - Begin to show accuracy when drawing - Develop the foundations of a handwriting style which is fast, accurate and efficient. 					
Vocabulary:	Strength, move, balance, rolling, crawling, walking, jumping, running, hopping, skipping, climbing, throwing, catching, kicking, passing, batting, aiming, posture					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	<i>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).</i>					
Word Reading/ Phonics  <i>See Little Wandle Phonics</i> Daily story/rhyme time Sharing books Teachers choice books Appendix d (Key texts/additional texts and vocabulary)	Phase 2 Phonemes / Tricky words Week 1 s a t p Week 2 i n m d Week 3 g o c k is Week 4 c k e u r l Week 5 h b f l the	Phase 2 Phonemes / Tricky words Week 1 ff ll ss j put* pull* full* as Week 2 v w x y and has his her Week 3 z zz qu words with –s /s/ added at the end (hats sits) ch go no to into Week 4 sh th ng nk she push* he of Week 5 • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags) we me be	Phase 3 Phonemes / Tricky words Week 1 ai ee igh oa Week 2 oo oo ar or was you they Week 3 ur ow oi ear my by all Week 4 air er words with double letters: dd mm tt bb rr gg pp are sure pure Week 5 longer words	Phase 3 Phonemes / Tricky words Week 1 review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Review secure spelling Week 2 review Phase 3: er air words with double letters longer words Week 3 words with two or more digraphs Week 4 longer words words ending in –ing compound words Week 5 longer words words with s /z/ in the middle words with –s /s/ /z/ at the	Phase 4 Phonemes / Tricky words Week 1 short vowels CVCC said so have like Week 2 short vowels CVCC CCVC some come love do Week 3 short vowels CCVCC CCCVC CCCVCC were here little says Week 4 longer words compound words there when what one Week 5 root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est out today	Phase 4 Phonemes / Tricky words Week 1 long vowel sounds CVCC CCVC Review all taught so far Secure spelling Week 2 long vowel sounds CCVC CCCVC CCV CCVCC Week 3 Phase 4 words with –s /s/ at the end Phase 4 words with –s /z/ at the end Phase 4 words with –es /z/ at the end longer words Week 4 root words ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/

				end words with –es /z/ at the end		Week 5 root words ending in: –er, –est longer words
	<ul style="list-style-type: none"> - Read individual letters by saying the sounds for them. - Blend sounds into words, so that they can read short words made up of known letter– sound correspondences - Read some letter groups that each represent one sound and say sounds for them (digraphs) - Read a few common exception words matched to the school’s phonic programme. (little Wandle) - Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. - <u>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</u> 					
Comprehension Key texts read everyday. Links to Communication and language above.	<ul style="list-style-type: none"> - Demonstrate Understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. - Anticipate key events in stories - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. - Make use of props and materials when role playing characters in narratives and stories. - Invent, adapt and recount narratives and stories with peers and their teachers. 					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing <i>Opportunities across all areas (</i> <i>inside and outside)</i> <i>Daily busy fingers</i> <i>activities to</i>	Little Wandle (See Above) Grapheme formation taught in phonics lesson on the same day as the	Little Wandle Grapheme formation taught in separate handwriting lesson on the same day as the introduction of a new phoneme	Little Wandle Review all single grapheme formation	Little Wandle Capital letter formation.	Little Wandle Review upper / lower case formation	Little Wandle Practice writing tricky words

support writing development	introduction of a new phoneme					
Writing patterns Busy things Letter join patterns.	<p style="text-align: center;">Writing/Letter join Patterns</p> 					
Exposure texts Fiction and non-fiction throughout the year Literacy / Topic lesson x 3 per week To include reading and mark making / writing activity	Name labels	Recipe list	Poster Report Rhymes	Traditional tale – talk for writing	Comparisons Preference letter	Postcards poems
	<ul style="list-style-type: none"> - Understand the relationship between phonemes and graphemes - Segment and blend cvc words using known sounds orally and in writing - Form lower correctly. 	<ul style="list-style-type: none"> - Compose a simple sentence orally with support - Form lower-case and capital letters correctly. - Spell words by identifying the sounds and then writing the sound with letter/s. - Spell known tricky words correctly - Use writing resources independently e.g. finger space, phoneme frame and tricky word list. 	<ul style="list-style-type: none"> - Compose a simple sentence orally independently - Write short sentences using known sound-letter correspondences. - Use finger spaces a capital letter and full stop (when ready) - Re-read what they have written to check that it makes sense. 			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	<i>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.</i>					
Essentials for Counting	Subitising	Shape Patterns				
Numberblocks NCETM – Mastering number See Long Term Maths Plan	Pattern Cardinality and Counting Subitising		Cardinality and counting Composition Comparison		Number patterns (e.g.odd) Number bonds to 5 and 10 Doubling	
	<ul style="list-style-type: none"> - Have a deep understanding of numbers to 5, including the composition of each number. - Link the number symbol (numeral) with its cardinal number value to 5. 		<ul style="list-style-type: none"> - Explore the composition of numbers to 10. - Link the number symbol (numeral) with its cardinal number value. - Count beyond 20. 		<ul style="list-style-type: none"> - Automatically recall number bonds for numbers 0–5 and some to 10 including subtraction facts. - Automatic recall of double facts of numbers to 5. 	

	<ul style="list-style-type: none">- Count objects, actions and sounds- Subitise.up to 5.- Count beyond ten <p>Shape, Space and Measure through-out the Year</p> <ul style="list-style-type: none">- Select, rotate and manipulate shapes to develop spatial reasoning skills.- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.- Continue, copy and create repeating patterns.- Compare length, weight and capacity.	<ul style="list-style-type: none">- Explore how quantities are distributed equally- Compare quantities up to 10 in different contexts.- Recognise when one quantity is greater than less then or the same as the other quantity.- Understand the 'one more than/one less than' relationship between consecutive numbers.	<ul style="list-style-type: none">- Explore patterns in numbers including odd and even.			
Representations						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding of the World	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					
Past & Present	Changes within living memory Personal/family History		Events beyond living memory People Who Help Us Through the Ages		Events beyond Living memory/Significant Individuals Time Machine	
Discovery area Home corner from the past. Visits from teachers /grandparents	What is a family? What is the same / different between my family and my friends families? Put my family / life in order/sequence. Who is the oldest/youngest? Who was born first? Observe pictures of me. What is the same / different over time?		How can I categorise pictures of e.g. firefighters? What is the same and what is different in e.g. the police uniform?		How do I know this is from the past? E.g. book, object, character?(identify) Can I describe an object that looked different in the past? E.g. typewriter / kitchen? What is the same / different between the characters in a book from the past and a modern book? (compare/contract/recall)	

	<ul style="list-style-type: none">- Talk about members of their immediate family and community.- Name and describe people who are familiar to them.- Put events in order (personal experiences)	<ul style="list-style-type: none">- Talk about the lives of the people around them and their roles in society- Comment on images of familiar situations in the past.- Compare and contrast characters from stories, including figures from the past.- Sort pictures into old and modern- Chronology	<ul style="list-style-type: none">- Compare and contrast characters from stories, including figures from the past.- To say how things have changed- To say how things are similar or different from the past to their own lives.			
Disciplinary Knowledge	recognise identify describe observe select sequence <i>categorise classify compare contrast recall</i>					
Vocabulary	past, old, modern, new, first, same, different, order change <i>sequence familiar similar</i>					
People Culture & Communities Discovery area Field trips around the school and local area. Google earth, maps. Photos, digital images and videos. Visits from teachers / parents from diverse backgrounds. Forest School	Location Knowledge My Local Environment Geographical fieldwork Looking at maps/google earth	Physical /Human features- Natural World	Location Knowledge Around the World Geographical fieldwork Looking at maps and globes			
	What does my school look like? What do I see on my way to school? Is the playground the same or different to the forest school area? What is a map? Can I find on my school on a map? What else is near my school on a map? Can I find any other schools on the map? Are they the same or different to my school?	When do animals have babies and plants grow? Why? What is a season? What are the 4 seasons called? How do I know it is Spring time? How is this different to other seasons? What does my school look like in different seasons?	Recap what is a map and what is it used for? How are places the same / different? (weather, food, buildings) What do cities from around the world look like? How are they the same / different to London?			
	-Describe their immediate environment using knowledge from observations, discussion, stories. - Recognise some environments that are different from the one in which they live. - Explore the schools environment and to talk about what they see (Forest School)	- Talk about the change in weather and seasons (Forest School)	- Describe their immediate environment using knowledge from non-fiction texts and maps. -Draw information from a simple map. -Look at different countries- explore through stories, maps, images, small world - Recognise some similarities and differences between life in this country and life in other countries. (Same - Same but Different / clean up) - Compare to London- (Katie in London / The Queen’s Crown)			
Disciplinary Knowledge	recognise identify describe observe select sequence categorise classify compare contrast recall					
Vocabulary	Map, place, country, weather, similar, different, building stone river field wood forest school shop, <i>environment natural world community</i>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

The Natural World Discovery area Curiosity cube (magnifying glasses, mirrors, magnets, sand timers, binoculars in provision) Forest School discovery, observation and optional adult lead learning. Outside discovery / observation: Activities for provocation supported by adult questioning. Tuff trays, planting area, water / sand, mud kitchen, waterfall area etc.	Humans similarities and differences	Living things and their habitats minibeasts Seasonal Changes seasonal walks throughout the year	Sound / Light emergency vehicles and people who help	Life Cycles Plants Growing cress and beans	Materials including changing materials Forest school and cooking	Forces Paper aeroplanes Animals, excluding humans wild animals (around the world)
	What do you/your family look like? Are taller children faster? Are taller children stronger? How do you look after yourself?	What living things are in different environments in the school grounds? Which clothes are suitable for each season? How does a puddle change over time? (forest school) Do animals behave differently (seasons)? What is a nocturnal animal and why are they active at night?	What does a siren sound like as it approaches and moves away? How is your fingerprint different to your friends? Which fabrics are reflective to help us be seen at night?	How does a plant change as it grows? What happens to fruit, vegetables and flowers when left over time?	How does popcorn made in a microwave compare to popcorn made on a fire? How does an egg change as it is cooked?	Compare how different paper aeroplanes fly. Where does a giraffe live and what does it look like? Why does it have a long neck?
	<ul style="list-style-type: none">- Understand the effect of changing seasons on the natural world around them.- Explore the natural world around them making observations and drawing pictures of animals and plants;		<ul style="list-style-type: none">-Describe what they see, hear and feel whilst outside.- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.		<ul style="list-style-type: none">- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;	
	Disciplinary Knowledge/Thinking recognise identify describe observe select sequence categorise classify compare contrast recall					
Vocabulary	grow change same different season lifecycle <i>environment reflective habitat nocturnal</i>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE Diverse stories and resources in provision In addition to planned units- celebrate religions and faiths within cohort	Festivals, people and community	The best gift	Weddings	New life	Prayers and reflections	Religious stories
	Festivals, people and communities How and why do we prepare for and celebrate a joyous occasion? What are the similarities and differences between people's joyous times? Symbols and actions		Exploring wedding ceremonies What happens at a wedding and what is important about the ceremony? How are weddings different in a variety of cultures and religions? Creation, awe and wonder of the natural world		Sacred spaces, simple prayers and time to reflect Why is it important to experience times of quiet? (Share a stilling exercise in which children can experience quiet reflection and silence)	

	<p>Which place do you know that is important to you? Why is it important? Which religious symbols can you see in the local place of worship?</p> <p>Jesus' birthday story How do Christians celebrate the birth of Jesus? What is the best gift we can give?</p>	<p>What is happening in the natural world this term? (Notice and express through art, music, poetry and dance the feelings of awe and wonder that come from the natural world) What happens at Easter time to make life new again?</p> <p>Remembering Jesus at Easter What do Christians do at Easter to remind them of the story?</p> <p>Symbols and actions Which symbols are associated with Easter? What do Christians do at Easter to remind them of the story?</p>	<p>Which places are important to the pupils, people in the community and a religious family? (Create a reflective area, with the children, inside or out where they can participate in periods of stillness and reflection)</p> <p>Treating the world fairly - taking responsibility How do we know what is right/ wrong/ fair? (Listen to stories about religious characters including leaders helping others) What are the kind and unkind ways of treating each other and the world?</p> <p>God and other big questions - Ultimate questions How did God make the world? What makes the world so wonderful? Who is God?</p>			
	<ul style="list-style-type: none">- Know some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non fiction texts.- Understand that some places are special to members of their community- Recognise that people have different beliefs and celebrate special times in different ways					
Vocabulary	Celebrate, religion, faith, tradition, silent, reflect, symbol, care, belong, community respect <i>occasion ceremony sacred responsibility</i>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ICT <i>Interactive whiteboard</i> <i>cameras</i> <i>metal detectors</i> <i>toys with buttons</i> <i>laptops</i> <i>Ipads</i> <i>desktop computers</i>	ICT does not appear within the Early Years Curriculum as a discrete area of development. At The Lea, we make sure that opportunities for ICT learning are included within other areas. These include talking about the lives of the people around them and their roles in society, e.g., delivery and shop staff, hairdressers, the police, the fire service, nurses, doctors and teachers, and inviting different people to visit from a range of occupations, such as a plumber, a farmer, a vet or an author. How does ICT help them in their job? The introduction of “cause and effect” toys supports children to understand how basic technology works and can be used within their everyday lives. Time is given to exploring equipment and teaching the pupils to use it accurately and carefully, and in a range of contexts. Throughout the Early Years, a range of technologies can be introduced in this way: cameras, remote controlled and programmable toys, metal detectors, digital magnifiers, MP3 recorders, video cameras and tablets/computers with appropriate software					
Technology used in adult lead learning and around us (old and new)	<p>E safety rules/internet devices</p> <p>Jessie & Friends Ep 1 Watching Videos (4-5 years)</p>			<p>E safety- Digi duck famous friend</p> <p>How do you know that what you see online is true?</p>		<p>E safety- Digi duck magic castle</p> <p>What can you do if you feel worried or unsure about something online?</p>

recording devices (microphones, talking pegs)	Which devices do you use to go online What will you do if you see something you don't like on a screen?					What should you do if someone is pressuring you to do something you are unsure of? What information should you never give out online?
	<p>IPADS and Keyboards</p> <p>Use control pads and keyboards</p> <p>Using Letter Join on ipads – link to Literacy – letter formation</p> <p>Health and self-care</p> <p>Children learn the balance between playing a computer toy and being sedentary, and spending time being physical outdoors</p> <p>What happens when you press...?</p>	<p>Using the internet/Google Earth Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features. – Google Earth</p> <p>Use cameras with the children to capture feelings</p> <p>How do you view...?</p>	<p>Technological Devices</p> <p>Children working together to programme a robot</p> <p>Using simple ICT programmes or resources to communicate with each other, e.g., walkie-talkies</p> <p>What do you think will happen if...?</p>	<p>Using Technology Listening to instructions on how the resource works</p> <p>follow instructions to make a technological device work</p> <p>What happens when you?</p>	<p>Technology then and now Comment on images of familiar situations in the past.</p> <p>Know some similarities and differences between technology in the past and now.</p> <p>How is this the same / different? What did people use before now?</p>	<p>Digital Painting Use images, video clips, shared texts and other resources to bring the wider world into the classroom.</p> <p>ICT Paint packages to create pictures.</p> <p>How can you find out about...?</p>
	<ul style="list-style-type: none"> - Children to be exposed to a range of technological resources within their provision - Children to be taught the importance of internet safety in line with the school E safety policy 					
Vocabulary	keyboard, keys, letters, mouse, numbers, barcode, scan, image, internet, paintbrush, tools, switch, button, photograph. text programme communicate					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Expressive Arts and Design	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.					
Design Modelled techniques and skills during ChIL (Junk modelling construction kits large threading) Mechanisms Children have the opportunities to explore a range of fastenings and joining techniques during their ChIL (paper clips, split pins, staples, celloptape, glue, Velcro, zips, studs, hook and loop)		Cooking/Nutrition Gingerbread	Textiles Exploring fabrics (weaving, twisting, tying)	Cooking/Nutrition Baked mashed food eg potatoes/bananas (Forest School)	Cooking/Nutrition Omelette	Structures Paper aeroplane
		What ingredients do you think we need? What equipment do we need? What happened to the mixture? Which utensils did you use (Spatula, rolling pin, sieve, wooden spoon)	Can you weave fabrics together (over under)? Can you twist or tie two pieces of material together? What could you make using these techniques?	What happens when you heat? What ingredients do you think we need? What is the difference between food cooked on a fire and food cooked in the oven?	What happens to an egg as when you cook it? How else can you cook/eat an egg? Why do you whisk a mixture?	Can you scrunch, fold, tear, rip, twist paper? Can you follow a set of instructions to make an origami aeroplane? How will you fold the paper? (practicing lining up edges/folding along a line) What shape is an aeroplane and why?
	-Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design , texture form and function. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. - Select, rotate and manipulate shapes to develop spatial reasoning skills. - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources and skills. - Share their creations, explaining the process they have used.					
Vocabulary	Design make Plan, ideas, design, make, build, , join, shape, tools, change, like, dislike, different, healthy, unhealthy, ingredients fruit, vegetable, clean, safe, , cut, <i>improve construct utensil</i>					
Art collaborative individual inside outside Modelled techniques	Printing / Collage Natural Resources Focus Artists/designers: Andy Goldsworthy / Giuseppe Arcimboldi		Drawing / Textiles Plants & Animals Focus Artists/designers: Gustav Klimt & Georgia O’Keefe		Painting / Sculpture World Art/Architecture Focus Artists/designers: Edward TingaTinga	
	Can you explain the artist’s work? Why do you like / dislike it? How would you present this idea differently? What colours has the artist used? Why? What tools / resources / materials do you need? What shapes / lines will you use? Can you explain how you completed our art work? If you did it again would you do it differently?					

Free choice / child lead creative work.	<ul style="list-style-type: none"> - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources and skills 					
Vocabulary	Colour, marks, Lines, space, texture, smooth, shiny, rough, prickly, flat, bumpy, soft and hard, wet, dry, <i>flaky, fixed, mix, cut. patterned, jagged,</i>					
Music	Me!	My Stories!	Everyone!	Our World!	Big Bear Funk!	Reflect, rewind, replay
Whole school music digital package- Charanga Adult lead songs / Instrument practice. Free choice / child lead creative work.	Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers	I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song	Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes	Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey	Big Bear Funk is a transition unit that prepares children for their musical learning in Year 1/ages 5-6.	Revisiting chosen songs and nursery rhymes
	Can you clap the pulse? Can you clap the rhythm? What can you hear? Is this a high or low sound? What movement would fit this line? Which instrument would fit this sound? What should come next?					
	<ul style="list-style-type: none"> - Listen attentively, move to and talk about music, expressing their feelings and responses. - Watch and talk about dance and performance art, expressing their feelings and responses. - Sing in a group or on their own, increasingly matching the pitch and following the melody. - Explore and engage in music making and dance, performing solo or in groups 					
Vocabulary	Listen, sing, beat, speed, slow, fast, soft, loud, percussion, clap, tap, instrument names <i>pulse, rhythm, pitch, high sound, low sound, perform</i>					

Appendix a- Vocabulary by area WORD AWARE SELECT TEACH ACTIVATE REVIEW

maths		reading		writing/mark making		malleable/dough	
number numeral count digit identify compare amount equal same subitise more/less long/short fewer sort copy pattern days of the week	measure balance, shape names months of year, sequence repeat, first, next	book story author illustrator page title rhyme character setting title	non fiction fiction plot blurb expression fairy tale Question words (Who, what, where, when, why) Phonics terminology (Little Wandle)	write draw picture mark line shape pattern curve straight wavy letter word	sentence lowercase uppercase tripod grip left right Writing genres: (book, list, story, letter, instructions, postcard, recipe)	squash squidgy press twist stretch bend pinch slippery flat roll cut	mould firm shape shape names (square, circle, triangle, rectangle) texture
construction		sand		water		small world	
build fix plan purpose explore long short material under on top Strong Round flat	construct balance design adapt explain next to pointed, corner curved straight 2D 3D shape names	pour dig build big small fill push pat mix lift wet dry full empty	more less damp heavy light sculpt bury grain sprinkle	pour float sink splash spray bubble squirt collect drip full empty	droplet fountain trickle collect clean more less warm cold rain sea puddle river lake	character setting travel feelings vocab (happy, sad, worried) Positional vocab (in, on, under, next to)	prop speech theme habitat retell first next directional vocab (forwards, backwards, turn)

physical		technology		music		self-regulation	
Ways of moving (crawl, hop, jump, run, skip) parts of the body balance climb movement throw catch spin twist pull push	exercise nutrition coordination perform routine pedal aim target	computer iPad technology switch power plug battery toy machine on off	mouse control device click drag	instrument percussion shake tap scrape blow beat rhythm	composer classical orchestra tempo pitch	calm feelings emotions happy sad frustrated annoyed	zone regulate
creative		discovery		snack		Questions/Sustained Shared Thinking	
draw pencil/pen/brush paint scrunch tear fold snip cut join colour mix artist designer portrait	texture stroke fabric palette container	Look observe find out discover what where who when why magnet	magnify	healthy peel seed pip core skin pour suck	hydrate	Wondering- <i>I wonder what would happen..</i> Thinking Aloud- <i>Next I'm going to...</i> Connecting Ideas- <i>This reminds me of when..</i> Recapping- <i>So far you have ..</i> Reminding- <i>Don't forget that you said the ..</i> Offering an alternative viewpoint- <i>Maybe Goldilocks wasn't naughty when she ate the porridge</i> Posing Problems- <i>I see rain clouds in the distance, how can we make sure we don't get wet?</i> Speculating- <i>Do you think the three bears would have liked Goldilocks to come and live with them as their friend?</i> Inviting to Elaborate- <i>I really want to know more..</i> Clarifying ideas- <i>So you think that .</i> Talking about Feelings- <i>I think the Red Hen felt cross because the others wouldn't help</i> Offering an Experience- <i>I like to listen to music when I cook dinner at home</i> Suggesting- <i>You might like to try doing it this way</i>	

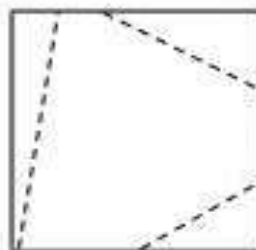
Appendix b - scissor progression (source- Early Adopter Group)



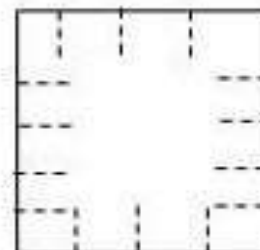
Uses two hands to open and close scissors.



Holds scissors with thumb and four fingers.



Chops scrap paper into smaller pieces.



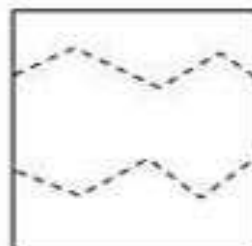
Makes snips into the edges of paper.



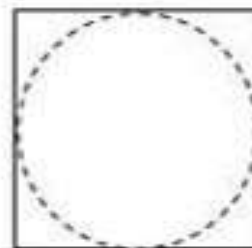
Cuts fairly straight lines across paper.



Holds scissors using thumb and one finger.



Cuts angles.



Cuts curves and circles.

Appendix c Fine Motor progression (source- Kidsense)

Age	Developmental Milestones	Possible implications if milestones not achieved
2- 3 years	<ul style="list-style-type: none">• Strings four large beads• Turns single pages of a book• Snips with scissors• Holds crayon with thumb and fingers (not fist)• Uses one hand consistently in most activities• Imitates circular, vertical, and horizontal strokes• Paints with some wrist action, makes dots, lines, circular strokes• Rolls, pounds, squeezes, and pulls playdough• Eats without assistance	<ul style="list-style-type: none">• Delayed self-care skills (such as eating)• Delayed pre-writing skill development• Delayed manipulation of small objects such as toys, pencils and scissors• Frustration when manipulating small toys and objects
3 – 4 yrs	<ul style="list-style-type: none">• Builds tower of nine small blocks• Copies circle• Imitates cross• Manipulates clay material (rolls balls, makes snakes, cookies)• Uses non-dominant hand to assist and stabilise the use of objects• Snips paper using scissors	<ul style="list-style-type: none">• Delayed pre-writing skill development• Frustration and/or avoidance of pencil based tasks• Poor pencil grasp and pencil control• Poor self-care skills (such as eating)• Delayed drawing skills
4 -5 yrs	<ul style="list-style-type: none">• Cuts on line continuously• Copies cross• Copies square• Writes name• Writes numbers 1-5• Copies letters• Handedness is well established• Dresses and undresses independently	<ul style="list-style-type: none">• Difficulties holding and manipulating a pencil• Difficulties learning to write name and other letters of the alphabet• Dependence on caregivers for everyday activities such as dressing• Frustration and/or avoidance of pencil based tasks
5 – 6 yrs.	<ul style="list-style-type: none">• Cuts out simple shapes• Copies triangle• Colours within lines• Uses a 3 fingered grasp of pencil and uses fingers to generate movement• Pastes and glues appropriately• Can draw basic pictures	<ul style="list-style-type: none">• Difficulties learning to form letters and numbers correctly• Poor handwriting• Difficulties demonstrating academic ability on paper• Fatigue during pencil based tasks• Frustration and/or avoidance of pencil based tasks

Appendix c- Key texts and poems

	Key Texts	Key Rhymes/poems	Tier 2 Vocabulary
Autumn	<p>Super-duper You Same but different Superkid The boy who learned to fly Little Acorn We're Going on a Bear Hunt The Gruffalo Gingerbread Man</p>	<p>Caterpillar cake-Matt Goodfellow A great big cuddle- Michael Rosen</p> 	<p>friendship kind share helpful season afraid same different</p>
			
Spring	<p>When I grow Up Oi dog collection Jack and the Beanstalk The Tiny Seed The Hungry caterpillar Zeki gets a check-up Plus <i>Non-fiction occupations texts</i></p>	<p>Poems out loud- Laurie Stansfield Zim Zam Zoom- James Carter</p> 	<p>traditional character emotion relaxed afraid honest rhyme scatter protect march</p>
			
Summer	<p>Each peach pear plum Grandma's House Clean Up Tiddler Same Same but different What the Ladybird Heard Katie in London Paddington at the Tower</p>	<p>My Village- Rhymes from around the world- Danielle wright Engines Engines-Lisa Bruce</p> 	



Texts

