



EARLY YEARS CURRICULUM

Intent for our Early Years class – To ensure that our children are happy, engaged and resilient learners. To provide an environment that the children can immerse themselves in, with opportunities for children to have moments of continuous and intense activity of their own choice, as well as some specific adult-led sessions*. We recognise that children learn in different ways and will feel challenged and creative by different things. Careful observation by practitioners is key to utilising this approach. Opportunities to seize the moment when a child shows interest in an activity will build upon these needs being recognised, these are normally called ‘teachable moments’. The skilful adult interactions will aim to address children’s next-step immediately, ‘in the moment’, during both planned activities and child-initiated play. Written ‘planning’ is then carried out in the form of observations, records of the interactions and notes on the outcomes.

*Many subjects will be taught discreetly such as Phonics, Maths, Spanish, ICT, RE, PSED (through Circle Times), PE, Music – these subjects can therefore be mapped out alongside the National Curriculum to identify progress.

Other National Curriculum subjects, (Art; DT; Geography; History; Science), can be linked through coverage in a variety of areas of the Early Years Foundation Stage. These links are also recognised within the school’s subject specific curriculum maps.

	Term 1 – Togetherness	Term 2 - Independence	Term 3 - Ambition	Term 4 - Respect	Term 5 & 6 – Excellence & Happiness
	Topic – Time to Wonder <u>Home & Family/ Friendship</u>		Topic –Me and my world <u>Pets and wild animals/ The World and the Environment</u>		Topic – Out and About
PHONICS/ READING	<i>The early part of the year begins with revisiting Phase 1 phonics, which concentrates on speaking and listening skills. There are lots of blending and segmenting activities which are used, and continue to be used even after Phase 2 is introduced, in order to support those children who are not yet able to discriminate between different phonemes in order to move successfully through the teaching of Phase 2 phonics.</i>				
	RWI set 1 sounds m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e Reading Tricky words – I, the, my, you, a	RWI set 1 sounds l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk, Reading Tricky words – no, go, to, into, said	RWI set 2 sounds set 1 repetition (set 1 doubles: ss, ck, ff, ll, zz) ay, ee, igh, ow, oo, oo, Red Ditty 1 2 3 4 5 6 Reading Tricky words – your, put, of, he, be, are <i>Introduce Independent books and first Literacy topic book before end of the term</i>	RWI set 2 sounds set 1 repetition ar, or, air, ir, ou, oy Reading Tricky words – all, like, she, we, me, was,	RWI set 3 sounds set 1 & 2 repetition ea, oi, aw, ur, er, ow, ai, oa, ew, Reading Tricky words – what, so, they, some, do

MATHS	See six-term structure for the White Rose Maths curriculum we teach at the bottom of this grid .				
ART	Texture and Form – making a multimedia gift (bracelet/ biscuit/ flowers etc)	Drawing - Using story maps to tell stories (within Literacy) Colour - Paint a self portrait	Printing – using block colours to create an animal/ camouflage pattern	Colour – experiment with primary colours. Decorating Easter eggs.	Pattern – repeating patterns in maths.
	<i>Teaching of Art and Design is not discreet in the Early Years but children will learn about ‘Expressive Art and Design’ (Exploring and using media and materials through providing a variety of resources in the classroom and outside playground; modelling creative skills and encouraging participation; talking about the properties of different media and the different uses).</i>				
MfL (Spanish)	Focus: Greetings: To say single word greetings and goodbyes e.g. Hola; Adios. Senor, Senorita; Senora Using these greetings in everyday situations (register/carpet time etc).		Focus: Greetings: To say single word greetings and goodbyes e.g. Hola; Adios. Senor, Senorita; Senora Focus- Learning numbers to 12 with games and songs 1 2 3 4 5 6 7 8 9 10 11 12	Focus: Greetings: To say single word greetings and goodbyes e.g. Hola; Adios. Senor, Senorita; Senora Focus- Learning numbers to 12 with games and songs	
Technology	Know how to take a photo on an iPad. CONTE: Children take a photo on the ipad – we view it on the IWB (KEEP FOR END OF THE YEAR) Complete a simple programme/ game CONTEXT: Teach your monster to read phonics –	Can select and use technology for a particular purpose. Know some of the benefits of the internet (eg that people can access the same information/ games/ activities on different devices) Know that screen time should be limited CONTEXT: I want to take a photo – what can I use? I want to call someone and see them – what can I use?	Be able to use a peripheral mouse, including a left-click, and be able to control it in order to click on an icon. CONTEXT: mark making in your favourite colours using CBeebies Picture Maker;	Use ICT hardware to interact with age-appropriate computer software, including the Interactive White Board. Know that it is a good idea to limit time spent on a computer/ tablet/ phone(Reminder) CONTEXT: continued access to Phonics app and CBeebies games	Learn about functions on a touch screen, including ‘pinching’ to zoom in and out. Know ways to use technology carefully and respectfully (eg carrying equipment with 2 hands, finding a sensible place to rest an iPad when using it, treating

	lesson introducing the app and talking about screen time	I want to send an email – what can I use? CONTEXT: What is the Internet Powerpoint (Twinkl) https://www.twinkl.co.uk/resource/t-2567121-eyfs-ks1-all-about-the-internet-powerpoint	Know where to find numbers and letters on a keyboard. type your name in Word to print names sheets for drawing/ mark making (Keeping safe online see PSED)	Know ways to use technology carefully and respectfully (eg carrying equipment with 2 hands, finding a sensible place to rest an iPad when using it, treating computer equipment with respect) CONTEXT: Children collect and use a device safely at least once per week this term.	computer equipment with respect) CONTEXT: Look at photos from earlier in the year – take a closer look – do we look the same or different?
D&T	<i>Teaching of Design and Technology is not discreet in the Early Years but children will learn about ‘Expressive arts and design: Exploring and using media and materials (including using different media combined to create a new effect; using simple tools and techniques – to shape, assembly and join; selecting appropriate resources and adapting work as necessary).</i> (T3 & 4 - Provide children with a range of materials for children to construct with. Encourage them to think about and discuss what they want to make. Discuss problems and how they might be solved as they arise. Reflect with children on how they have achieved their aims./ Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue/ Provide a range of materials and tools and teach children to use them with care and precision. Promote independence, taking care not to introduce too many new things at once./				
PHONICS/ READING	<i>The early part of the year begins with revisiting Phase 1 phonics, which concentrates on speaking and listening skills. There are lots of blending and segmenting activities which are used, and continue to be used even after Phase 2 is introduced, in order to support those children who are not yet able to discriminate between different phonemes in order to move successfully through the teaching of Phase 2 phonics.</i>				
	RWI set 1 sounds m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e Reading Tricky words – I, the, my, you, a	RWI set 1 sounds l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk, Reading Tricky words – no, go, to, into, said	RWI set 2 sounds set 1 repetition (set 1 doubles: ss, ck, ff, ll, zz) ay, ee, igh, ow, oo, oo, Red Ditty 1 2 3 4 5 6 Reading Tricky words – your,	RWI set 2 sounds set 1 repetition ar, or, air, ir, ou, oy Reading Tricky words – all, like, she, we, me, was,	RWI set 3 sounds set 1 & 2 repetition ea, oi, aw, ur, er, ow, ai, oa, ew, Reading Tricky words – what, so, they, some, do

			<p>put, of, he, be, are</p> <p><i>Introduce Independent books and first Literacy topic book before end of the term</i></p>		
GEOGRAPHY	<p><i>Teaching of geography is not discreet in the Early Years but children will learn about ‘Understanding the World’ (including people, animals, weather and the natural world) through exploration, observations, and other first-hand experiences and conversations.</i></p> <p>*UtW links – (T1 & 2) Draw children’s attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Familiarise children with the name of the road, and or village/town/city the school is located in. 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. Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.</p> <p>(T3 & 4) Study and discussion about local and worldwide wildlife and habitats. Relating our own domestic animals and pets to those that live in the wild in other diverse habitats, all the while learning new vocabulary in relation to this. Model the vocabulary needed to name specific features of the natural world, both natural and manmade – the context of talking about Greta Thunberg and reading the story ‘Greta and the Giants’ to promote curiosity and to hook facts onto. After close observation, draw pictures of the natural world, including animals and plants</p> <p>(T5 & 6) Teach children about places in the world that contrast with locations they know well. Use relevant, specific vocabulary to describe contrasting locations. Use images, video clips, shared texts and other resources to bring the wider world into the classroom, listen to what children say about what they see. Avoid stereotyping and explain how children’s lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on - the context of a pirate visiting other countries assists in drawing the children in and creating a sense of wonder. This will support in teaching the children about a range of contrasting environments within both their local or national region.</p> <p>(T1 – T6) Providing the children with a broad range of stories, non-fiction, rhymes and poetry (Rhyme Time) to encourage discussion and understanding about our culturally and socially diverse world, whilst broaden their vocabulary in this area. Visits to Forest School will support the examination of changes to the natural world over time (Winter, Spring, Summer)</p>				
HISTORY	<p>Topic – How do you do?</p> <p><i>Black History Month– Rosa Parks (US civil rights activist)</i></p>	<p>Topic – Me and my world</p>	<p>Topic – Where can I find a pirate?</p>	<p><i>Teaching of history is not discreet in the Early Years but children will learn about it within areas such as ‘Understanding the World/ Personal, Social and Emotional Development’ and within RE lessons, (including their own history, special events in their lifetime with their families, talking about past and present events in their own and their families lives, thinking about the history of special celebrations and traditions.)</i></p> <p>* UtW links (T1 & 2) Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. Offer hands-on experiences that deepen children’s understanding, such as visiting a local area that has historical importance (church/ viaduct/ lock-up). Show images of familiar situations in the past (including photos from home), as well as other homes, schools, and transport. Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born. Study Rosa Parks during Black History month – discuss how history has shaped the present.</p>	

	<p>(T3 & 4) Continue to provide opportunities to build on the children’s understanding of now and then. Consider the origin of special stories and events such as New Year, Valentine’s Day, Mother’s Day and Easter.</p> <p>(T5 & T6) The summer months provide a good focus for comparing our weather to those other countries and we will explore the idea of seasons and the passing of time. We will take a look back at our time in school together and how the children have grown/ progressed since they were pre-school age. We will look towards the future, thinking about ‘People who help us’ and discuss their future ideas and plans.</p> <p>(T1 – T6) Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present. Providing the children with a broad range of stories, non-fiction, rhymes and poetry (Rhyme Time) to encourage discussion and understanding about our culture and history, whilst broaden their vocabulary in this area.</p>				
<p>PSED</p>	<p><i>Teaching of PSED is both discreet with SCARF lessons and not discreet in the Early Years. We recognise the value of discreet lessons that assist in eliciting our children’s current knowledge and understand, and using this to teach key skills and information which the children will build upon as part of our Whole School Approach to PSED/PSHE. Beyond lessons, such skills will be built upon throughout the Reception Year, leading on from skills learned at home; in nursery and pre-school.</i></p> <p><i>We use Development Matters for guiding our curriculum – areas covered through ongoing interactions and in the moment planning include:</i></p> <p>*DM (Terms 1-6)– show resilience and perseverance in the face of a challenge; identify and moderate their own feelings socially and emotionally; think about the perspective of others; personal hygiene; regular physical activity (also covered within our PE curriculum);</p> <p>*DM (Term 3) – sensible amounts of ‘screen time’ (covered within our Computing curriculum)</p>				
<p>Know that families are important for children growing up because they can give love, security and stability</p> <p>DM: See themselves as a valuable individual</p> <p>Context: SCARF</p> <p>What makes me special</p> <p>I am caring</p> <p>Kind and Caring</p> <p>All about me</p> <p>I am a friend</p>	<p>Know how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>Understand the importance of self-respect and how this links to their own happiness.</p> <p>DM: Build constructive and respectful relationships</p> <p>Express their feelings and consider the feelings of others</p> <p>Manage their own needs</p> <p>Context: SCARF</p> <p>Looking after my friends</p> <p>I’m special, you’re special</p>	<p>DM: Know and talk about the different factors that support their overall health and wellbeing</p> <p>Healthy eating</p> <p>Keeping safe online</p> <p>Toothbrushing</p> <p>Having a good sleep routine</p> <p>Being a safe pedestrian</p> <p>Context: Twinkl</p> <p>Buddy the Dog story</p> <p>Context: SCARF</p> <p>Keeping Safe on Line</p> <p>Healthy Eating</p> <p>A Good Night’s Sleep</p>	<p>The conventions of courtesy and manners [eg please & thank-you, turn-taking]</p> <p>The importance of respecting others, even when they are very different from them (for example, physically or in character).</p> <p>DM: Think about the perspectives of others</p> <p>Context: SCARF</p> <p>Being helpful at home and caring for our classroom</p> <p>Looking after my special people</p> <p>Caring for our World</p>	<p>To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>Begin to understand what sorts of boundaries are appropriate in friendships with peers and others.</p> <p>Start to recognise if family relationships are making pupils unhappy or unsafe and how to seek</p>	

					<p>help or advice from others if needed. Context: SCARF People who help keep me safe Yes I can Bouncing back when things go wrong</p>
RSE	<p>- (SCARF)Me and My Special People -Who are your special people that you like to spend time with, outside school? -Does everyone have the same special people? -Who's in your family? -What makes us the same/different from people in our family? -How do we help each other in families? -What do we like to do with our families at home? (Resource – All about me) -(SCARF)Same and Different Families -Read a book about different families, with questions that focus on what makes people the same as each other and also different from each other -Explain that the group is going to do a survey and then make a chart or poster to find out some of the ways that we are different from our friends. (Book – The Great Big Book of Families by Mary Hoffman) (SCARF) Same and Different Homes -What different kinds of houses are there? -Which is your favourite? -What do you like about them? -What things make them different? -What things make them the same? -Children create a 'my home' picture using a lolly stick frame with drawings of family inside and tell an adult the different things they've put in their house. (Books – Dr Seuss Come Over to my House; You Choose by Pippa Goodhart)</p>	-			<p>Context: SCARF - Me and My Body – girls and boys -What about are private parts? -Explain that there are parts of the body that are private and that we wouldn't touch as part of the song, but they are very important too. -Can anyone tell us the correct words for our private parts? (Penis/testicles and vagina/vulva) -Why are girls' bodies and boys' bodies different? -Explain to the children that these parts of our body are private (Resource NSPCC PANTS film Pantosaurus) Context: SCARF – Seasons Name the different seasons and describe their differences.</p>

					<p>Explain the changes that occur as seasons change. Talk about how they have grown in resilience. Context: SCARF – Where do babies come from (Will be taught in KS1)</p>
RE	<p><i>Teaching of RE is discreet with RE lessons which assist children in understanding their own place in the world, as well as the culture which surrounds them, and other cultures/ religions which exist in their community and beyond. The knowledge attained in RE lessons supports the element of Understanding the World which considers ‘that some places are special to members of the community’ and ‘that people have different beliefs and celebrate special times in different ways’. Beyond lessons we will ‘weave opportunities for children to engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year.’</i></p> <p><i>We use Development Matters for guiding our curriculum – areas covered through ongoing interactions and in the moment planning include:</i></p> <p><i>*DM (Terms 1-6)– recognising and celebrating different cultural events such as Diwali, Christmas, Passover, Easter.</i></p>				
	<p><u>Who are we?</u> <i>This unit explores ideas of what it is to be human and relates them to religious and other beliefs</i> -Who and What is Special to me. -Who and what supports and guides us?</p>	<p><u>Why are some times special?</u> <i>This unit explores those aspects of life on earth which are reflected in the pattern of religious and other practices and festivals.</i> -What special times can I remember and why were they special? -Why are some festivals and celebrations special -Diwali Hanukkah</p>	<p><u>Who are we?</u> <i>This unit explores ideas of what it is to be human and relates them to religious and other beliefs</i> -What makes us joyful, peaceful, wonder, reflective, happy and sad? (Special places) -How might stories, prayers</p>	<p><u>Why are some times special?</u> <i>This unit explores those aspects of life on earth which are reflected in the pattern of religious and other practices and festivals.</i> -What special objects might be used in festivals and celebrations? -How might some stories and practices associated with religious and other festivals and celebrations</p>	<p><u>Why are some stories special?</u> <i>This unit explores how religions and beliefs express values and commitments in a variety of creative ways.</i> - What stories and books are special to me and my family? - What stories and books are special to people within religions and beliefs?</p>

			and songs etc, help us understand more about ourselves and ideas of God?	relate to experiences and feelings in our own lives?	- How are stories told and books used within religions and beliefs? - What do some stories and books say about how people should live? Somerset AMV Special Stories	
SCIENCE	<p><i>Teaching of science is not discreet in the Early Years but children will be encouraged to think critically, (having their own ideas; making links; planning, doing, reviewing) and will learn about 'Understanding the World' (including people, living things and the environment, weather and the natural world) through exploration, observations, and other first-hand experiences and conversations.</i></p> <p>*UtW links – (T3 & 4) After close observation, draw pictures of the natural world, including animals and plants. Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water.</p> <p>(T1 Forest School) Encourage focused observation of the natural world. Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. Encourage positive interaction with the outside world, offering children a chance to take supported risks, appropriate to themselves and the environment within which they are in. Name and describe some plants and animals children are likely to see, encouraging children to recognise familiar plants and animals whilst outside.</p> <p>Guide children's understanding by draw children's attention to the weather and seasonal features. Provide opportunities for children to note and record the weather. Select texts to share with the children about the changing seasons. Throughout the year, take children outside to observe the natural world and encourage children to observe how animals behave differently as the seasons change.</p>					
PE	<p>Gym- balance, different forms of travel</p> <p>FMS focus is static and dynamic balancing</p>	<p>Games (focus on throwing catching games) (DM)</p> <p>FMS focus is coordination (ball skills)- moving ball/BB around body before progressing onto rolling, throwing at a target, as well as catching.</p>	<p>Dance FMS focus is agility- moving in various ways in different direction (sidesteps, forwards, backwards)</p> <p>Funs Festival-CVS</p>	<p>Games and multi-skills (DM) FMS focus is on rolling and bowling</p>	<p>Gym FMS focus is agility and co- ordination through stretching, landing, rolling, twisting and moving in different directions</p> <p>Dance & multi- skills-CVS</p>	<p>Athletics (DM) FMS focus: Co-ordination travelling in different methods such as skipping galloping.</p> <p>Sports Day</p>

<p>MATHS</p> <p>*WRMH</p>	<p>Topic – Time to Wonder (family) Number</p> <p><i>*(Just Like Me)</i></p> <p>Match and Sort</p> <p>Compare Amounts</p> <p><i>*(It's Me 1 2 3!)</i></p> <p>Representing 1, 2 & 3</p> <p>Comparing 1, 2 & 3</p> <p>Measure Shape and Spatial Thinking</p> <p><i>*(Just Like Me)</i></p> <p>Compare Size, Mass & Capacity</p> <p>Explore Pattern</p> <p><i>*(It's Me 1 2 3!)</i></p> <p>Circles and Triangles</p>	<p>Topic – Time to Wonder (friendship) Number</p> <p><i>*(It's Me 1 2 3!)</i></p> <p>Composition of 1, 2 & 3</p> <p><i>*(Light and Dark)</i></p> <p>Representing Numbers to 5</p> <p>One More and Less</p> <p><i>*(Alive in 5)</i></p> <p>Introducing zero</p> <p>Comparing numbers to 5</p> <p>Composition of 4 & 5</p> <p>Measure Shape and Spatial Thinking</p> <p><i>*(It's Me 1 2 3!)</i></p> <p>Positional Language</p> <p><i>*(Light and Dark)</i></p> <p>Shapes with 4 sides</p> <p>Time</p> <p><i>*(Alive in 5)</i></p> <p>Compare Mass</p> <p>Compare Capacity</p>	<p>Topic – Me and my world Number</p> <p><i>*(Growing 6, 7 & 8)</i></p> <p>6, 7 & 8</p> <p>Combining 2 amounts</p> <p>Making Pairs</p> <p><i>*(Building 9 & 10)</i></p> <p>Counting to 9 & 10</p> <p>Comparing numbers to 10</p> <p>Bonds to 10</p> <p>Measure Shape and Spatial Thinking</p> <p><i>*(Growing 6, 7 & 8)</i></p> <p>Length & Height</p> <p>Time</p>	<p>Topic – Me and my world Number</p> <p><i>*(To 20 and Beyond)</i></p> <p>Building Numbers</p> <p>Beyond 10</p> <p>Counting Patterns</p> <p>Beyond 10 (Consolidate)</p> <p>Measure, Shape and Spatial Thinking</p> <p><i>*(Building 9 & 10)</i></p> <p>3D-shapes</p> <p>Patterns</p> <p><i>*(To 20 and Beyond)</i></p> <p>Spatial Reasoning</p>	<p>Topic - Where can I find a pirate? Number</p> <p><i>*(First Then Now)</i></p> <p>Adding More</p> <p>Taking Away</p> <p><i>*(Find My Pattern)</i></p> <p>Doubling</p> <p>Sharing and Grouping</p> <p>Spatial Thinking</p> <p><i>*(First Then Now)</i></p> <p>Spatial Reasoning</p> <p>Compose and Decompose</p>	<p>Topic - Where can I find a pirate? Number</p> <p><i>*(Find My Pattern)</i></p> <p>Even & Odd</p> <p><i>*(On the Move)</i></p> <p>Deepening Understanding</p> <p>Patterns and Relationships</p> <p>Spatial Thinking</p> <p><i>*(Find My Pattern)</i></p> <p>Spatial Reasoning</p> <p>Visualise and Build</p> <p><i>*(On the Move)</i></p> <p>Spatial Reasoning</p> <p>Mapping</p>
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				Match, Rotate, Manipulate (Consolidate)		
MUSIC (SOW to be updated T4)	Sing songs and join in with actions confidently. Introduce instruments and explore rhythm.	Explore voice and body sounds - (Dynamics - Volume) Control voice and body sounds - (Dynamics - Volume)	Instruments (names and how to play) Experiment with different ways of playing an instrument. Recording children's music	Listening and Responding to music - Explore how sounds can accompany a story Listening and Responding to music. Make choices about sounds to accompany a story	Explore voice and body sounds Tempo Control voice and body sounds - (Tempo)	Listen to music and express ideas through movement. Explore sounds of animals using instruments
Pupil Passports	Attend Forest School Take a photo Make a present to go home	Perform a Song (Christmas?) Paint a self-portrait Post a letter (cards?)	Meet a pet Retell a story to an audience Have a teddy bear's picnic	Plant seeds and watch them grow Make a sandwich Find where we live on a map	Dress up like a pirate Make a treasure map Make a paper boat	Search for butterflies Fly a kite Try a new fruit