

Early Years Curriculum at St Martin's C.E Primary School

The Early Years Journey at St Martin's begins in Nursery and continues into Reception.

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.

-Statutory Framework for the Early Years Foundation Stage 2021

There are seven areas of learning and development that shape teaching and learning in the Early Years. All areas of learning and development are important and inter-connected. Three Prime areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. In addition, children are supported in four specific areas, through which the three prime areas are strengthened and applied.

Prime Areas

Communication and
Language

Physical Development

Personal, Social,
Emotional
Development

Specific Areas

Literacy

Maths

Understanding the
World

Expressive Arts and
Design

St Martin's EYFS Intent, Implementation and Impact Statement

Intent

In the EYFS, our curriculum is based around key texts and linked experiences that will engage and inspire our young learners. With our core texts and our wider offer we instil a love of reading and books that will stay with our children throughout their life. The curriculum maps are made up of starting points to spark learning enquiries. Topics were chosen carefully with our children in mind to allow our curriculum to both build cultural capital and underpin learning that will in happen in KS1, KS2 and beyond.

Our curriculum aims to enable our children to SHINE. This means they will be:

- Spiritually and Socially Responsible
- High Achievers
- Independent
- Nurtured
- Empowered to Meet Life's Challenges

It is our intent to enable all children to develop characteristics of effective learning which will allow them to become independent, resourceful and resilient learners now and throughout their education. Our learning environment will reflect the individual starting points and needs of all of our children and will provide an engaging and safe learning space where they can thrive.

As a school serving a community with high depravation, we ensure a variety of first hand experiences are available to our children throughout their time in the EYFS at St Martin's to enhance their learning experiences.

At the heart of our practice will be strong, trusting relationships between staff and children which instils a sense of belonging in the St Martin's family.

Implementation

Overarching topics are used to ensure key skills are taught while leaving space for our children to guide their own learning and our planning to be led by the children's interests. Skills taught build on one another but we understand that learning in the Early Years is not linear and each child's learning journey is different and unique to them. Quality continuous provision and enhanced provision provide learning environments that allow our children to develop at a pace that is right for them. Children are carefully supported to work towards their individual next steps while they continue on our shared learning journey. Children are provided with opportunities to learn in a range of ways:

Child initiated learning During this time it is the adult's role to follow the child's lead and interests. Adults support children as a 'learning mentor' in their play and they use their knowledge of the children and their developmental next steps to extend their learning. This is done by observing closely what the children are doing and saying, assessing what this tells them about what the child thinks, knows or can do and deciding how best to move the child's learning on. In child initiated learning, children will access continuous provision. Adults must take care not to 'hijack' children's play or ask too many questions as this can dismiss or interrupt the child's thinking.

Adult initiated learning At this time, the adult will have planned an experience, based on continuous assessments of the children's learning, but will not stay to lead the activity. It will be expected that the children follow the model they are shown and access the activity in the intended way. However, as the adult does not stay with this activity it is possible that children will take it in a different direction. An adult, in the role of 'learning mentor', will from time to time, check on the children. If what the children are doing is not considered valuable learning, the adult will redirect and again provide a model for the children to follow.

Adult led learning This happens as a whole class and in small groups. During this time adults have planned outcomes and activities which they direct children towards.

The prime areas of Communication and Language; Personal, Social, Emotional Development; and Physical Development which underpin everything we do in Early Years are continuously developed throughout the provision and during adult-led sessions. While phonics teaching follows a synthetic, systematic approach which continues into Year 1 and beyond.

Staff within the Early Years team work closely with one another to ensure a consistency in approach, environment and routines. While visuals and gestures are used to support children's understanding.

Impact

Through implementing the above, our children SHINE:

Spiritually and Socially Responsible

- Children feel safe and know how to keep one another safe.

High Achievers

- Children make good progress in all areas from a variety of starting points.
- Children have a good foundation in phonics and know the expectations of the consistent teaching approach.

Independent

- Children demonstrate good learning behaviours and leave the EYFS with a love of learning and a natural curiosity.
- Children demonstrate the characteristics of effective learning in all they do and are resilient when faced with challenges.
- Children are confident when managing their own personal needs.

Nurtured

- Children experience smooth transition between Nursery, Reception and beyond.
- Children feel a sense of belonging in the St Martin's family.

Empowered to meet life's challenges

- Children leave the EYFS with solid foundations of learning ready to access the KS1 curriculum.
- Children are excited to talk about past experiences and how they link to their learning.

EYFS staff have expert knowledge of child development and a good understanding of learning through play. Early Years staff build strong relationships with all children so they feel safe and secure on their learning journey. Strong relationships between staff and children mean assessment is fair and accurate. Teachers use knowledge of the children to inform planning and ensure that all pupils build on current knowledge and skills at a good pace. Judgements are moderated in school and externally with local schools.

We assess the starting points of each child when they join us, at the beginning of Nursery and the beginning of Reception.

Minute by minute, rarely recorded, ongoing formative observational assessments are an important part of our practice.

For children who are significantly below we used detailed and diagnostic assessments which inform interventions.

St Martin's EYFS Assessment

Knowledge of each child, our curriculum and child development allow us to respond in the moment to move learning forward.

Summative assessments termly in all areas and following a block of teaching in one area e.g. phonics.

We record assessments which are valuable and helpful to pinpoint how well a child is progressing towards our curriculum goals and their own next steps.

Intent, Implementation, Impact of incidental learning in the EYFS

In the Early Years, every second of the day offers an opportunity for learning. Much of the learning in EYFS can be developed through routines of the day. We feel it is important that these 'day to day activities' are not overlooked.

| Activity | Intent | Implementation | Impact |
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| Taking off a coat and hanging up a bag. | For children to develop their independence in taking off their own coat and hanging up their own bag. For the child to develop their fine motor skills and name recognition. | As children arrive at school they are encouraged by staff/parents to remove their own coat and hang it up - finding their own peg | The child is able to take off their own coat and hang it up. They are able to find their own peg independently. |
| Putting on a coat and fastening it up. | For children to develop their independence in putting on their own coat and fastening the zip. For children to develop their fine motor skills | Children are given strategies for putting on their own coat correctly e.g. hoods on first then arms through. Children develop fine motor skills and practise fastening zips. | Child is able to put on and fasten their own coat independently |
| Meet and Greet | For children to feel valued and welcomed into school. To develop positive relationships between children, parents/carers and staff. | All children and parents are greeted personally at the door. This provides an opportunity for any discussion between parents and staff. Children are asked how they are feeling and have the opportunity to signal this on our Zones of Regulation display. | Staff develop positive relationships with children and parents. Children are able to respond to a greeting and say how they are feeling – moving their picture to the colour that reflects their emotion. . |
| Zones of Regulation | For children to develop an understanding of how they are feeling; to name different emotions and to be able to talk about why they feel the way they do. | Every child has their own photograph that they find and place on the zone of regulation that represents how they are feeling that day. If a child expresses that they are feeling sad/angry a member of staff will give the child the opportunity to reflect on their feelings. | Children are able to identify and name different emotions and relate these to how they are feeling. Children are also able to share with a familiar adult any worries they have. |
| Self-registration | <u>Nursery</u> For children to confidently recognise their name. <u>Reception</u> | <u>Nursery</u> Children find their peg doll name and move it to the basket. Adults support children in identifying the initial letter of their name, working towards the child being able to find | <u>Nursery</u> Children can find their name independently. <u>Reception</u> |

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| | For children to confidently recognise and write their own name. | <p>their own name independently. A smaller group of names is given where necessary.</p> <p><u>Reception</u></p> <p>Children find their name and move them to the tree - support and cues are given when needed e.g. looking for initial sound. Children who are confident in finding their name write it. Support is given with formation to begin with.</p> | Children can read their name and write it independently with the correct letter formation |
| Dance breaks | <p>For children to have an active break during learning to allow them to refocus their attention.</p> <p>For children to reinforce previous learning.</p> <p>For children to develop skills in Expressive Arts and Design.</p> | Dance break videos are used at transition times between adult led learning or when attention has become low. Dance break songs are carefully chosen so that they are both active, and linked to learning e.g. 'count to 100 by 1s' links to maths and allows children to exercise while they count. | <p>Children are focussed and on task during learning.</p> <p>Key skills are reinforced in a fun and active way meaning they are embedded.</p> |
| Singing | For children to develop language as well as an awareness of rhyme and rhythm. | <p>Several opportunities for singing daily. Children will be taught nursery rhymes and songs. Some will be topic specific, others will be key rhymes or songs for promoting language. Action songs are used to develop understanding. Songs are used for key times throughout the day. Number songs and rhymes are used to secure learning.</p> <p>Children sing a good morning song every day. Songs are used for tidy up time. Staff sing songs in provision to emphasise what children are doing using the song "this is the way we..."</p> | <p>Children know a number of songs and rhymes by heart. Children develop an understanding of rhythm and rhyme. Children learn new vocabulary and are able to use this in different contexts effectively.</p> <p>Children relate songs to familiar routines which helps them to feel secure and settled in school.</p> |
| Story time | For children to develop a love of reading and increase their range of language and vocabulary. To provide opportunities for children to develop listening and attention skills. | Children have story time a minimum of twice each day. Adults read to the children with enthusiasm and expression. Adults discuss the author and illustrator and identify the features of book e.g. front cover, back cover. Adults choose books following the children's interests. | Children enjoy listening to stories and are able to talk about them. Children have good listening behaviours. |

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| | | <u>Reception</u> Children are given a daily choice between 2 books and vote which story they would like to hear. | |
| Going to the toilet | For children to recognise when they need the toilet and be able to go independently. | Children have free access to the toilet throughout the day and when necessary children are given frequent reminders about going to the toilet. Staff and parents engage in conversations to ensure routines are consistent. Where a child is having particular difficulty, the health visitor or school nurse is involved and will liaise with parents. Children are given specific praise for going to the toilet. | Children are able to say when they need to go to the toilet and can do this independently. They know how to keep themselves clean and dry throughout the day. They are able to attend to their own toileting needs. |
| Washing and drying hands | For children to understand why hand washing is important. To be able to wash their hands using soap after using the toilet, after messy play and before eating independently. To be able to dry their hands using paper towels. | Adults model the correct techniques for hand washing and drying, ensuring children understand the importance of using soap to kill germs. Specific praise is used to encourage children to become more independent in doing this. | Children can talk about why hand washing is important for staying healthy and will be able to wash and dry their hands independently. |
| Snack time | For children to know how to sit at a table or appropriately on the floor, wait their turn, make choices and communicate effectively as part of a group. To develop their language skills. <u>Reception (end of the year)</u> For children to recognise when they are hungry and access fruit independently making a choice about what they would like. | Children have snack within a small group supported by an adult. Children are encouraged to talk about what snack is available and to count the pieces of fruit. Children take it in turns to “lead” snack by being the person responsible for handing out the snack to their peers. Adults support by using correct names for fruits e.g. tangerine not orange and by modelling sentences “Please can I have an apple.” Adults also use this as a time for children to subitise using fruit. Children will be asked to tidy away after snack. <u>Reception (end of the year)</u> | Children are able to name different types of fruit. They can communicate using sentences, make choices about what they would like, wait their turn and listen to others. They are able to tidy up after themselves. Children are able to subitise to 5 in real life scenarios. |

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| | | Snack time is free flow within provision in the afternoon. Children are told the choice of the fruit when they are greeted after dinner and can they make the decision to access it when/if they would like to. They continue to be supported to sit appropriately and socialise with their friends if this is needed. | |
| Lunchtime | For children to know how to sit at a table, wait their turn and eat using good table manners. Children are able to make choices and use manners. Children are able to use a knife and fork (reception), spoon and drink from a cup. | <u>Reception</u> Children have their lunch in the hall. They line up at the serving station to make their choice of food and collect their lunch before carrying it to the table. They are taught to use good manners and praised for doing so. They are expected to use a knife, fork and spoon and are given help and encouragement until able to do so independently. | Children are able to sit appropriately at a table while eating and are able to use a knife, fork and spoon as well as drink from a cup. Children can make their own choices. Children are able to use their manners. Children become independent in clearing their plates and cups. |
| Taking shoes off and putting own shoes on | For children to be able to take their shoes off and put them back on again after outdoor play. | Children are provided with frequent opportunities to practise and encouraged to 'have a go' before asking for help. They are taught strategies for knowing which shoe goes on which foot and how to put the shoe on. They are shown how to fasten their shoes and supported with this until able to do so independently. Children are given specific praise and encouragement. | Children can independently take shoes off and put them back on in school and at home. |
| Dressing and undressing | For children to become more independent over the course of the year with undressing and dressing themselves. For children to develop their fine motor skills with a range of fastenings. | Children will be taught skills and techniques to help them learn to undress and dress themselves. Adults will model how to do fastenings like velcro or buttons and support children to practise these skills allowing them to become more independent at this. Children are taught to put on and take off rainsuits when appropriate in outdoor learning. | Children will be able to get changed independently in sessions like PE. Fine motor skills are developed. |

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| Blowing own nose | For children to be able to blow their own nose and wash their hands afterwards. For children to know good hygiene. | Tissues will be readily available throughout the classroom and outdoor environment. Adults will tell children when they need to blow their nose. If necessary, adults will pass them a tissue or hold the tissue to their nose and tell them to blow. Children are reminded to put tissues in the bin after use and to wash their hands. | Children will be able to blow their own noses, put the tissue in the bin and wash their hands afterwards. Children know why they should use a tissue and wash their hands. |
| Leaving the carpet | For children to make a choice about their own learning as they leave the carpet. For children to be focused on a task as they go into continuous provision and to improve listening and attention skills. For children to move safely around the classroom. | Children are reminded of where they can learn and any new activities are demonstrated/explained as it is time to leave the carpet. Children are asked one at a time where they would like to learn and then leave the carpet safely. As children need less support to make a choice and move safely when leaving the carpet. Children are given prompts to leave the carpet that encourage listening and attention, as well as understanding e.g. 'go and find somewhere to learn if you are a boy who is wearing a jumper'. | Children are focused on their learning and spend more time on their chosen activity/in their chosen area. Children move safely from the carpet and around other areas of the classroom. Children take pride in their learning. |
| Tidy up time | Children take responsibility for tidying up and looking after resources. | Throughout the day, children are encouraged to put away resources before moving to another area and pick up any items that have been left on the floor. Children are encouraged to look after resources. Adults model how to use resources appropriately. Resources are stored away and children are aware of where they are. Tidy up time is signalled by shaking a tambourine – a five minute warning is given to prepare them. Children are reminded what tidy looks like and are supported in tidying as required. Depending on the cohort, children are asked to tidy the area they have been learning in first before helping in other areas. Sometimes, teachers may | Children look after resources and know where they belong. Children are able to tidy up after themselves and put things away. |

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| | | <p>use area specific tidy teams to embed good tidying behaviours.</p> <p>“Terrific tidying” is celebrated in both classes.</p> | |
| Continuous provision | To promote independence, imagination and active learning. To provide children with opportunities for turn taking, sharing and making choices. To provide opportunity for children to engage in speaking and listening in a variety of contexts. | Nursery and Reception provision mirror one another but also reflect the ages and needs of each cohort. Areas are well resourced - starting with fewer resources and building on this throughout the year - with age/need appropriate resources which children can access independently. Resources are clearly labelled and displayed in a way that enables children to access them freely. Adults model use of resources and support/extend children's use of equipment. Adults model and support social behaviours and turn taking within provision. Vocabulary is modelled and extended by adults. | Children become more independent as learners. They can make choices about what they want to do and what equipment they need in order to direct their own learning. They develop self-confidence and learn the correct social behaviours when working with others. Children are able to talk about what they are learning and become better at explaining what they are doing and why. |
| Moving around school | To support transitions and to allow children to feel a sense of belonging at St Martin's. | Children support adults to complete tasks around school to allow them to gain an understanding of the whole school building. | Children feel a sense of belonging to the wider school community. |
| Celebration assemblies | To help children develop a sense of community and belonging while helping them to understand how we can support and champion the successes of others. | <p>Children attend weekly celebration assemblies where learner of the week, Jiggy of the week and attendance is celebrated for all classes. At the end of each half term, children will attend the Always assembly.</p> <p><u>Nursery</u></p> <p>Depending on the cohort, some or all of the Nursery class will attend the Always assembly in Autumn 1. Children will then attend weekly celebration assemblies when it is deemed appropriate by the class teacher.</p> | Children will feel a sense of belonging to the wider school community. They are able to celebrate the achievements of others and recognise that their older siblings/friends are also being celebrating. |

Continuous Provision Skills Construction Area

Links to EYFS: Personal, Social, Emotional Development; Communication and Language; Physical Development; Maths; Literacy; Expressive Art and Design; Understanding the World

Links to National Curriculum: PSHE; Maths; English; Design and Technology; Science; Geography

I can share toys and materials.

I can take apart take apart, assemble and construct,

I can keep trying when I am faced with challenges.

I can compare models that have been made by colour, shape and size.

I can make imaginative 'small worlds' from construction resources.

I can develop stories using models I have made and other equipment.

I can talk about what I would like to make and what materials I need.

I can talk about what I like about my creation and what could make it better.

Continuous Provision Skills Small World

Links to EYFS: Personal, Social, Emotional Development; Communication and Language; Physical Development; Maths; Literacy; Expressive Art and Design; Understanding the World

Links to National Curriculum: PSHE; Maths; English; Geography

I can share toys and materials.

I can create my own 'small worlds' using blocks and other resources.

I can use an object in my play and pretend it is something else.

I can retell familiar stories and use story vocabulary.

I can retell experiences through small world play.

I can create stories using small world characters and equipment.

I can play with others, sharing and developing imaginative ideas.

Continuous Provision Skills Reading Area

Links to EYFS: Personal, Social, Emotional Development; Communication and Language; Physical Development; Literacy; Expressive Art and Design; Understanding the World

Links to National Curriculum: PSHE; English; Geography

I can hold a book the right way up.

I can carefully turn pages one at a time.

I know that text is read from left to right and top to bottom in English.

I understand that print has meaning.

I can look after books.

I can talk about the story, characters and content of familiar books.

I can listen to and talk about a variety of books, rhymes and poems.

I can retell stories that I am familiar with.

I can explore fiction and non-fiction books.

I can recognise familiar, word, letters and signs.

I can blend sounds into words.

Continuous Provision Skills Mark Making/Literacy Area

Links to EYFS: Personal, Social, Emotional Development; Communication and Language; Physical Development; Literacy; Expressive Art and Design

Links to National Curriculum: PSHE; Maths; English; Art and Design

I can use different tools to make marks, lines and patterns.

I can talk about the different marks I have made and what they mean.

I can copy marks, lines and patterns.

I can hold tools for writing with a comfortable grip.

I can write some letter shapes.

I can write my name.

I can write labels.

I can write captions and sentences.

I can use writing for different purposes.

Continuous Provision Skills Maths Area

Links to EYFS: Personal, Social, Emotional Development; Communication and Language; Maths

Links to National Curriculum: PSHE; Maths

I can look for, continue, copy and create patterns.

I can name shapes and use these to make pictures, patterns and models.

I can explore size, weight and capacity.

I can use mathematical language.

I can subitise a small group of objects.

I can count confidently to 5, to 10, and beyond.

I can count the number of objects in a group.

I recognise numerals to, to 10, and beyond.

I can compare amounts.

I can remember some number bonds to 5 and 10.

Continuous Provision Skills Home Corner/Role Play

Links to EYFS: Personal, Social, Emotional Development; Communication and Language; Physical Development; Maths; Literacy; Expressive Art and Design; Understanding the World

Links to National Curriculum: PSHE; Maths; English; Science; Geography; History

I can share props and play equipment and cooperate with others.

I can act out familiar experiences in my play.

I can copy the actions of familiar adults in my play.

I can use props to enhance my play.

I can retell events in my play.

I can use language and ideas from stories I have heard.

I can develop stories in my play.

I can listen to other's idea to develop my play.

I can play with others to create and act out a story.

Continuous Provision Skills Finger Gym/Playdough Area

Links to EYFS: Personal, Social, Emotional Development; Communication and Language; Physical Development; Literacy; Maths; Expressive Art and Design; Understanding the World

Links to National Curriculum: PSHE; English; Maths; Art & Design; Design & Technology; Science

I can make changes to malleable materials, in ways such as patting, rolling, pinching and stretching.

I can explore and make different textures and describe these.

I can make simple representations of things I see.

I can make simple representations of things I imagine.

I can use different tools safely.

I can keep trying when I face challenges.

I can tell you what I plan to make.

Continuous Provision Skills Creative Area

Links to EYFS: Personal, Social, Emotional Development; Communication and Language; Physical Development; Literacy; Maths; Expressive Art and Design; Understanding the World

Links to National Curriculum: PSHE; English; Maths; Art & Design; Design & Technology; Science

I can experiment with colour and colour mixing.

I can explore different materials and tools.

I can explore how things work.

I can explore different textures.

I can follow safety rules and say why they are important.

I can create lines and shapes to represent things I see and imagine.

I can add details to pictures to show ideas, emotions, movement or noise.

I can use tools safely and with control.

I can select the right tools and equipment to carry out my plan.

I can join different materials.

I can talk about my creation.

I can add labels to my creations.

Continuous Provision Skills Sand Area

Links to EYFS: Personal, Social, Emotional Development; Communication and Language; Physical Development; Literacy; Maths; Expressive Art and Design; Understanding the World

Links to National Curriculum: PSHE; English; Maths; Science; Art & Design; Design & Technology; Science

I can use my hands or tools to dig, fill, shape and explore.

I can make lines, shapes and marks in the sand using my finger or a tool.

I can talk about what I am doing.

I can talk about the different textures that I can feel.

I can choose the right tools to carry out my plan.

I can use simple language to describe size, weight or capacity and make comparisons.

I can build stories around toys in the sand tray.

I can observe and talk about changes that occur in the sand, such as adding water or knocking down sandcastles.

Continuous Provision Skills Music Area

Links to EYFS: Personal, Social, Emotional Development; Communication and Language; Expressive Art and Design

Links to National Curriculum: PSHE; Music

I can move to music.

I can remember and sing familiar songs and nursery rhymes.

I can tap out a simple rhythm.

I can make up my own songs and music.

I can listen to music and talk about what I have heard.

I can explore different instruments and make music and sounds.

I can sing and make music as part of a group.

I can perform on my own or as part of a group.

I can watch performances.

I can make up my own simple rhythm.

Continuous Provision Skills Outdoor Area

Links to EYFS: Personal, Social, Emotional Development; Communication and Language; Physical Development; Literacy; Maths; Expressive Art and Design; Understanding the World

Links to National Curriculum: PSHE; English; Maths; Science; Art & Design; Design & Technology; PE; Geography; Music

I can move in different ways, such as running, walking, skipping and hopping.

I can use large movements to kick, push, throw and catch a ball or toy.

I can put on my own coat.

I can move safely around the outdoor area, paying attention to other children and objects around me.

I can follow safety rules and say why they are important.

I can climb and balance confidently and safely.

I can fasten my own coat.

I can notice and talk about changes, patterns, similarities and differences in the environment.

I can explore nature and talk about what I see, hear and feel.

Continuous Provision Skills Curiosity Corner/Tuff Trays

Links to EYFS: Personal, Social, Emotional Development; Physical Development; Communication and Language; Literacy; Maths; Expressive Art and Design; Understanding the World

Links to National Curriculum: PSHE; English; Maths; Science; Geography; History; Art & Design; Design & Technology; Science; Computing, RE

I can use my senses as I explore.

I can use tools and equipment to enhance my play.

I can use small motor skills to control and manipulate materials.

I can share resources and materials.

I can describe what I am doing.

I can explore how things work.

I can talk about things that are similar and different.

I can observe and talk about what is happening and how things change.

I can show care for nature and living things.

I can record my observations.

Continuous Provision Skills Mud Kitchen

Links to EYFS: Personal, Social, Emotional Development; Communication and Language; Physical Development; Literacy; Maths; Expressive Art and Design; Understanding the World

Links to National Curriculum: PSHE; English; Maths; Science; Design & Technology

I can use large and small motor skills to do things independently.

I can develop stories in my play.

I can select and use tools and equipment to carry out my plan.

I can explore natural materials.

I can count or subitise small groups of objects.

I can use my senses as I explore the mud and materials.

I can describe what I am doing in some detail.

I can listen to other's ideas to develop my play.

I can use simple language to describe capacity, weight and size and make comparisons.

Continuous Provision Skills Water Area

Links to EYFS: Personal, Social, Emotional Development; Communication and Language; Physical Development; Maths; Understanding the World

Links to National Curriculum: PSHE; English; Maths; Science

I can explore containers of different shapes and sizes.

I can fill and empty containers.

I can use tools and equipment, such as funnels, jugs and bottles with control.

I can observe and talk about what I see.

I can make comparisons using language such as 'more than' and 'heavier than'.

I can observe and talk about how things change.

I can explore how different materials float and sink.

I can talk about textures of items in the water tray.

I can build stories around toys in the water tray.

Nursery Topic Overview

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|--|---|--|---|
| Topics | | | | | |
| Nursery Rhymes | Colours | Creatures | Growing | Journeys | Bears |
| Key Texts | | | | | |
| <ul style="list-style-type: none"> • Humpty Dumpty • Baa, Baa Black Sheep • Hickory Dickory Dock • Twinkle Twinkle Little Star • Incy Wincy Spider • 1,2,3,4,5, Once I Caught a Fish Alive • Each Peach Pear Plum | <ul style="list-style-type: none"> • The Colour Monster • Wow Said the Owl • Tree • Mix it up | <ul style="list-style-type: none"> • That's not my.... • The Tiger who came to Tea • Oi! Dog! • Dear Zoo | <ul style="list-style-type: none"> • Jasper's Beanstalk • Jack and the Beanstalk • Titch • The Enormous Turnip • Monkey Puzzle | <ul style="list-style-type: none"> • Mr Gumpy's Outing • The Train Ride • Whatever Next! • Naughty Bus | <ul style="list-style-type: none"> • We're Going on a Bear Hunt • Brown Bear, Brown Bear • My Friend Bear • A Beginners Guide to Bear Spotting • Teddy Bears Picnic • Where's My Teddy? |
| First Hand Experiences | | | | | |
| A performance | Create an art gallery | A visit from some pets Zoo/Aquarium/Safari Park trip | A visit from a baby Growing beans and sunflowers | Get the bus to a shop to buy items for a picnic on the moon (Whatever Next!) | A teddy bears picnic end of year celebration with families |
| | | | | East Lancs Railway | |

| Reception Topic Overview | | | | | |
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| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Topics | | | | | |
| Marvellous Me | Superheroes | Once Upon a Time | On the Farm | Minibeasts | A Pirate's Life for Me |
| Key Texts | | | | | |
| <ul style="list-style-type: none"> •You Choose •The Colour Monster Goes to School •10 Rules of a Birthday Wish •Argh! There's a Skeleton Inside You! •Can I Build Another Me? •When I Grow Up – Melanie Joyce / I can be anything – Jerry Spinelli | <ul style="list-style-type: none"> •Supertato •Traction Man •Superworm •Juniper Jupiter | <ul style="list-style-type: none"> •Goldilocks and the Three Bears •The Gingerbread Man •The Three Billy Goats Gruff | <ul style="list-style-type: none"> •What the Ladybird Heard •Little Red Hen •Farmer Duck •Rosie's Walk •A Squash and a Squeeze | <ul style="list-style-type: none"> •The Very Hungry Caterpillar •The Bad Tempered Ladybird •The Very Busy Spider •Mad About Minibeasts •The Big Book of Bugs | <ul style="list-style-type: none"> •Captain Flinn and the Pirate Dinosaurs •Pirates in the Supermarket •Pirates Love Underpants •Pirate Pete/Mrs Pirate •Commotion in the Ocean |
| First Hand Experiences | | | | | |
| Sharing photos from the past Creating self-portraits | Visit from real life superheroes | Making porridge and gingerbread men Building boats | Farm visit Farm shop role play Living eggs Observational drawings | Class caterpillars Zoo-lab Observational drawings | Pirate day |