



Pinfold Primary Forest School Early Years Curriculum

Curriculum Intent

We believe children have an unlimited capacity for learning and personal success: our challenging and inspiring Faraway Curriculum will create independent, critical thinkers, confident, responsible and caring, high reaching learners, who can see the magic in our world. They who have the skills and knowledge to be able to keep themselves and others safe and happy challenge discrimination and make our world a better place.

'Teaching should not be taken to imply a "top down" or formal way of working. It is a broad term that covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities: communicating and modelling language; showing, explaining, demonstrating, exploring ideas; encouraging, questioning, recalling; providing a narrative for what they are doing; facilitating and setting challenges. It takes account of the equipment adults provide and the attention given to the physical environment, as well as the structure and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, understand and can do, as well as taking account of their interests and dispositions to learn (characteristics of effective learning), and how practitioners use this information to plan children's next steps in learning and monitor their progress.'

Ofsted Early Years Inspection Handbook





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We have included the Statutory Educational Programmes in bold italics at the beginning of each area of learning.

Vocabulary

Before we can teach children anything, we need to check they understand everything we are saying. We can help them by using gestures and visual prompts. Practitioners will never assume children know the words they are saying to children. This list is not to be a check list- but to help remind practitioners that children may be doing the opposite of what we are saying because they only have part of the language that we are saying. Without the prior knowledge of the meaning of all the words below children will struggle to behave appropriately. They need this knowledge in order to move forward. Practitioners will teach this key vocabulary as soon as they enter school. Parents and carers can share the list and work on it before they start. This list is infinite so consistency in terminology with staff is integral to success. We need to ensure instructions are clear and simple- whilst also extending children's vocabulary, celebrating words and having glass ceilings as to what children will understand, be able to pronounce and retain- it is adults who put these restrictions on words, with children, the sky really is the limit- if they can say Tjaveondja without a worry they can say and understand anything!

Practitioners need to remember we are laying the foundations for children to reach infinite success so we need to make sure what we teach them is grammatically correct. If any adult hears another adult using incorrect grammar it is our responsibility to check them and explain the correct grammar or pronunciation to ensure we are teaching our children correctly from the start. No one should take it as a personal criticism. We celebrate all accents here, colloquialism is important whilst also using the correct terminology alongside.

Communication and Language-Prime Area

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

When children first enter our EYFS- in nursery or reception, we will work with parents to encourage, model and teach our children to:

Age 3+ (with reference to Birth to Five Matters document, this is Range 5 36-48months)

- ♥ Age 3+
- ♥ Listen to and remember simple stories with pictures



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- ♥ Understand longer instructions, such as 'make teddy jump' or 'where's mummy's coat?'
- ♥ Understand simple 'who', 'what' and 'where' questions
- ♥ Use up to 300 words
- ♥ Put 4 or 5 words together to make short sentences, such as 'want more juice' or 'he took my ball'
- ♥ Ask many questions. They will want to find out the name of things and learn new words
- ♥ Use action words such as 'run' and 'fall' as well as words for the names of things,
- ♥ Start to use simple plurals by adding 's', for example 'shoes' or 'cars'
- ♥ Use a wider range of speech sounds. However, many children will shorten longer words, such as saying 'nana' instead of 'banana'. They may also have difficulty where lots of sounds happen together in a word, e.g. they may say 'pider' instead of 'spider'
- ♥ Often have problems saying more difficult sounds like sh, ch, th and r. However, people that know them can mostly understand them
- ♥ Now play more with other children and share things
- ♥ Sometimes sound as if they are stammering or stuttering. They are usually trying to share their ideas before their language skills are ready. This is perfectly normal at this age, just show you are listening and give them plenty of time. It is not helpful to draw attention to their 'stammering' by saying things like 'take your time'. Just try to be patient and not interrupt them.

Development Matters Statements:

- ♥ Enjoy listening to longer stories and can remember much of what happens.
- ♥ Pay attention to more than one thing at a time, which can be difficult.
- ♥ Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- ♥ Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- ♥ Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying:
 - ♥ some sounds: r, j, th, ch, and sh
 - ♥ multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.
- ♥ Use longer sentences of four to six words.
- ♥ Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Observation Checkpoint:

Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name? Around the age of 4, is the child using sentences of four to six words – "I want to play with cars" or "What's that thing called"? Can the child use sentences



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joined up with words like 'because', 'or', 'and'? For example: "I like ice cream because it makes my tongue shiver". Is the child using the future and past tense: "I am going to the park" and "I went to the shop"? Can the child answer simple 'why' questions?

Age 4+ (*Birth to three matters range 6: 48-78 months*)

- ♥ Age four+
- ♥ Listen to longer stories and answer questions about a storybook they have just read
- ♥ Understand and often use colour, number and time related words, for example, 'red' car, 'three' fingers and 'yesterday / tomorrow'
- ♥ Start to be able to answer questions about 'why' something has happened, although this still might be at quite a basic level
- ♥ Use longer sentences and link sentences together
- ♥ Describe events that have already happened, even if their sentences aren't exactly like adults' e.g. 'we went park'
- ♥ Enjoy make-believe play
- ♥ Start to like simple jokes even if they don't understand them
- ♥ Ask many questions using words like 'what' 'where' and 'why'
- ♥ Have difficulties with a small number of sounds – for example r, w, l, f, th, sh, ch and j
- ♥ Start to be able to plan games with others.
- ♥ Children will play games such as 'Guess who?' so they can describe features to another or be the teacher in Kim's Game so they can ask the children questions.
- ♥ To be able to say hello, goodbye and thank you and count in Spanish

Development Matters Statements:

Understand how to listen carefully and why listening is important.

Learn new vocabulary.

Use new vocabulary through the day.

Ask questions to find out more and to check they understand what has been said to them.

Articulate their ideas and thoughts in well-formed sentences.

Connect one idea or action to another using a range of connectives.

Describe events in some detail.

Develop social phrases.

Engage in story times.

Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.

Listen to and talk about stories to build familiarity and understanding.

Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.



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Use new vocabulary in different contexts.

Listen carefully to rhymes and songs, paying attention to how they sound.

Engage in non-fiction books.

Learn rhymes, poems and songs.

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

We can support this in our environment and practice by having a communication, friendly learning environment and by encouraging sustained shared thinking. See Elizabeth Jarman- <https://elizabethjarman.com/>

A Place to Talk for Boys- Elizabeth Jarman

Personal, Social and Emotional Development-prime area

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

When children first enter our EYFS- in nursery or reception, we will work with parents to encourage, model and teach our children to:

- ♥ (any age depending when they start school) Leave their carer and enter Willow class happily
- ♥ Get to know and feel safe with their Key person
- ♥ Know where they can go to the toilet
- ♥ Know they have a peg
- ♥ Know the peg is to put their clothes/belongings
- ♥ Recognise their peg by picture, then by their name
- ♥ Know where the book bags and water bottles go
- ♥ Know about pond rules and playground safety
- ♥ To understand what danger is
- ♥ To understand what safety is
- ♥ To understand the rules
- ♥ To be able to follow the rules



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- ♥ *To be able to stay safe*
- ♥ *To tell people when someone is behaving unsafely*
- ♥ *Put on their own coat and shoes*
- ♥ *Hang up their own bag*
- ♥ *Self-registrate- recognise their own photograph, then progress to their own name*
- ♥ *Tell us when they need the toilet*
- ♥ *Go to the toilet independently*
- ♥ *Wash their hands after using the toilet*
- ♥ *Use one paper towel and put it in the bin*
- ♥ *To know that they do not put soap or liquids in their mouth*
- ♥ *Tell us if they are sad or worried*
- ♥ *Take off their own shoes, underwear etc.*
- ♥ *Put their own soiled pants and socks etc. into a bag, put that bag in their bag to take home*
- ♥ *Know where the snack table is*
- ♥ *Know that they peel an orange etc.*
- ♥ *Know that they need to take small bites and chew before they swallow food*
- ♥ *Know that they tidy away their snack*
- ♥ *Know that they only drink one milk and how to put a straw in*
- ♥ *Know to wash their hands before and after snack*
- ♥ *At dinner know they should use a knife and fork*
- ♥ *Know they should not put shoes etc. on a table where food is*
- ♥ *Begin to be aware of other children*
- ♥ *Know that other children have opinions too*
- ♥ *Know that the children's other opinions matter*
- ♥ *Know what sharing is*
- ♥ *Know how to go get a 5 minute sand timer to make taking turns fair*
- ♥ *Begin to be able to share*
- ♥ *To know what learning is*
- ♥ *To know they are in school to learn*
- ♥ *To start to think about their own learning*
- ♥ *To know their brain is in their head*



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- ♥ *To know their brain is where learning takes place*
- ♥ *To know that it is not right to touch people without asking them if it is okay*
- ♥ *To know that it is not right too hit people*
- ♥ *To be able to control themselves and not hit people*
- ♥ *To be able to wait a few minutes before receiving attention*
- ♥ *To understand what kind kindly means*
- ♥ *To understand what polite means*
- ♥ *To know how to get someone's attention politely and kindly*
- ♥ *To know that sitting cross legged, quietly means they are ready to learn*
- ♥ *To sit quietly and cross legged for two minutes, then five minutes*
- ♥ *To know what listening is*
- ♥ *To be able to listen*
- ♥ *To know what looking is*
- ♥ *To be able to look*
- ♥ *To know what concentrating is*
- ♥ *To be able to concentrate*
- ♥ *To know what ideas are*
- ♥ *To be able to have an idea and communicate it*
- ♥ *To know how it feels to be listened to*
- ♥ *To be able to talk to a new adult (see CAL)*
- ♥ *To be able to talk to a new child*
- ♥ *To be able to listen to a new adult*
- ♥ *To be able to listen to a new child*
- ♥ *To be able to respond to an adult*
- ♥ *To be able to respond to a child*
- ♥ *To know what healthy means*
- ♥ *To know what body means*
- ♥ *To know what we put in our bodies is what keeps us alive*
- ♥ *To know putting some things in our bodies is dangerous*
- ♥ *To know they are unique*
- ♥ *To know what makes them special*





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- ♥ *To know we all like different things*
- ♥ *To know we are all different*
- ♥ *To know it's wonderful to be different*
- ♥ *To understand what respect is*
- ♥ *To respect everyone's differences*

Development Matters Statements: Reception children:

See themselves as a valuable individual.

Express their feelings and consider the feelings of others.

Think about the perspectives of others.

Show resilience and perseverance in the face of challenge.

Manage their own needs.

Personal hygiene.

Know and talk about the different factors that support their overall health and wellbeing:

- regular physical activity
- healthy eating
- tooth brushing
- sensible amounts of 'screen time'
- having a good sleep routine
- being a safe pedestrian

Key vocabulary: happy; safe; safety; recognise; worry; rules; to rule; danger; in danger of; understand; behave; follow; hang up (on a peg/hook)

Learn/learning; acquire; same; different; opposite;

Observation Checkpoint: Around the age of 3 Can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can the child settle to some activities for a while? Around the age of 4 Does the child play alongside others or do they always want to play alone? Does the child take part in pretend play (for example, being 'mummy' or 'daddy?') Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play? Note: watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing, and become distressed if they are encouraged to do something different You will need to work closely with parents and other agencies to find out more about these developmental difficulties.

Observation Checkpoint:

Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child's health visitor. Adapt activities to suit their particular needs, so all children feel



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confident to move and take part in physical play. Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.

Physical Development-prime area

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

When children first enter our EYFS- in nursery or reception, we will work with parents to encourage, model and teach our children to:

- ♥ Be able to feel things with our fingers
- ♥ To be able to move our fingers in rhymes like one finger one thumb, two little dicky birds
- ♥ To be able to move our bodies like in heads and shoulders, Peter Hammers
- ♥ To be able to control our movements like in See the Little Bunnies Sleeping and Dingle Dangle Scarecrow
- ♥ To be able to spin around and fall over
- ♥ Be able to roll over whilst lying flat
- ♥ Be able to sit on a chair safely
- ♥ Move safely around the classroom
- ♥ Kneel down
- ♥ Balance; on one foot; across a board; along a log; move from log to log
- ♥ Move and run without their hands in a pocket
- ♥ Negotiate space, when walking
- ♥ Negotiate space, when running
- ♥ Look over their shoulder when moving backwards
- ♥ Move safely with a sharp object; scissors with the blade in their fists
- ♥ Understand what exercise is
- ♥ Feel where there lungs and heart is
- ♥ Take a deep breath



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- ♥ Jump up and down really fast for a few minutes, checking their heart before and after to feel the pumping get stronger
- ♥ Understand that the heart is pumping round the blood
- ♥ Bringing the body the oxygen and fuel
- ♥ Understand food and water are our fuel and help us grow
- ♥ Know to drink water after exercise and when hot
- ♥ Understand that exercise keeps us healthy
- ♥ Use and develop their co-ordination
- ♥ Be able to balance and bend doing yoga moves
- ♥ To know what meditation is
- ♥ To know what relaxing is
- ♥ Think about their breathing when in meditation
- ♥ Think about their breathing to help them relax
- ♥ To know what muscles are
- ♥ To know what a jaw is
- ♥ Begin to understand about relaxing their muscles in order to meditate
- ♥ Understand what anxious means
- ♥ Transfer these skills to help them calm down when worried or anxious or unable to sleep
- ♥ Be able to balance on a scooter
- ♥ Be able to pedal a bike
- ♥ Be able to negotiate space on a bike/scooter
- ♥ To be able to roll a ball
- ♥ To be able to roll a ball to a friend when sitting down
- ♥ To be able to throw a ball
- ♥ To be able to throw a ball to a friend
- ♥ Be able to throw a ball at a target/in a target
- ♥ To be able to use a bat to hit a ball
- ♥ To be able to hit a ball with a bat to a friend
- ♥ To be able to hit the ball with a bat to a target
- ♥ Be able to jump over a rope
- ♥ Be able to skip with a rope
- ♥ Be able to skip with a hoop





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- ♥ Be able to spin a hoop on part of their body
- ♥ Be able to stand on one foot
- ♥ Be able to hop on one foot
- ♥ Be able to jump
- ♥ Jump on two feet with bent knees
- ♥ Jump off an object and land safely
- ♥ Use their hands to lift them higher off the floor in a jump
- ♥ To be able to march
- ♥ Begin to be able to gallop
- ♥ Begin to be able to skip
- ♥ To be able to march and pat our knees
- ♥ To be able to march and tap our opposite knees
- ♥ Be able to move slowly
- ♥ Be able to move quickly
- ♥ Be able to control their speed from slow-mo to faster, then zipping fast
- ♥ Be able to follow my leader
- ♥ Be able to be the leader
- ♥ Be able to hear a rhythm
- ♥ Be able to follow a rhythm
- ♥ Be able to move to the rhythm
- ♥ Be able to clap
- ♥ Be able to clap a rhythm
- ♥ Be able to clap a pattern
- ♥ Be able to clap a pattern with a partner
- ♥ Be able to follow a sequence of movements
- ♥ To be able to shake an instrument to a rhythm
- ♥ To be able to blow a recorder
- ♥ To be able to use their fingers to change the sound when blowing a recorder
- ♥ To know we must climb a ladder with the front of our body facing the ladder
- ♥ To be able to climb up a step safely
- ♥ To be able to climb stairs using one foot



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- ♥ To be able to climb stairs using alternate feet
- ♥ To know how to climb a tree
- ♥ To know how to come down the tree safely
- ♥ To be able to make a see-saw
- ♥ To be able to balance on a see-saw
- ♥ To be able to make a stick rope swing
- ♥ To be able to balance on the swing with a part of the body safely
- ♥ To be able to put up a den or a tent
- ♥ To be able to make a tepee
- ♥ To be able to tie a strong knot
- ♥ To be able to tie their laces
- ♥ To be able to use a potato peeler to skin sticks
- ♥ To be able to swing a maul onto a bill hook to split wood
- ♥ To be able to strike a fire steel to light a fire
- ♥ To know how to be safe by a fire
- ♥ To know how to be safe by a pond or other water
- ♥ To know how to mix mud
- ♥ To know how to roll a ball in the palm of their hand using play dough or clay
- ♥ To know how to roll a snake from playdough or clay
- ♥ To know how to make a pinch pot from clay
- ♥ To know how to make a coil pot from clay
- ♥ To know how to hold scissors in one hand and snip
- ♥ To know how to move the paper with their other hand
- ♥ To know to open-snip-push-snip-push-snip
- ♥ To know to cut excess paper off to make it easier to be neat and accurate
- ♥ To be able to open sticky tape, put the end on the side of the table and cut
- ♥ To know to put the sticky tape equally over two parts to stick
- ♥ To know how to spread PVA glue and scrape some off so not too much
- ♥ To know they have to hold it in place, count to ten then leave overnight
- ♥ To know how to sharpen a pencil (over a bin unless it has a collector)
- ♥ To know they can poke a hole in card using a sharp pencil, putting a rubber underneath





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- ♥ To know how to use a hole punch safely
- ♥ To know how to fasten two items together with a paper fastener so they will move
- ♥ To know how to use elastic bands to join
- ♥ To know how to use hair bobbles and clips to fasten hair
- ♥ To know how to dress a baby doll
- ♥ To know how to use a paint brush correctly
- ♥ To know how to fold paper into a card
- ♥ To know how to use a stapler correctly
- ♥ To know how to fold paper, put it together to make a book
- ♥ To know how to write and draw inside the book
- ♥ To know how to add page numbers
- ♥ To know how to fold paper to make a hat/boat
- ♥ To know how to fold paper, measure it and make an envelope
- ♥ To know how to fold paper into a concertina
- ♥ To know how to fold two strips of paper, fix it at one end and fold alternate sides to create a concertina and stick it at the end
- ♥ To know how to roll paper and fasten it around a stick
- ♥ To know how to make a flag using lollipop sticks or wooden poles
- ♥ To know how to fasten string onto paper to make a kite
- ♥ To know how to tie three pieces of wool together or string and plait it
- ♥ To know how to hold a mark making implement
- ♥ To know how to make marks
- ♥ To know how to draw a straight line using a ruler as a guide
- ♥ To know how to make marks in a clockwise motion
- ♥ To know how to make marks in an anti-clockwise motion
- ♥ To be in control of their marks
- ♥ To make marks to represent something
- ♥ To be able to draw a face
- ♥ To differentiate between a picture and writing
- ♥ To be able to draw a person
- ♥ Be able to draw a detailed person
- ♥ To add greater details, iris, pupil, eyelashes etc.



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- ♥ To be able to thread large beads
- ♥ To be able to thread smaller beads
- ♥ To be able to sew with a large needle
- ♥ To be able to sew on a button and tie it off
- ♥ To be able to build with large blocks
- ♥ To be able to build with smaller blocks
- ♥ To be able to fix small Lego pieces together

Key vocabulary: next; next to; on; on top' behind; in; in front; left; right; turn around; upside down; balance; brain; sit; stand; kneel down; lie down; roll; right; wrong; sorry; no; finished; yes; sit still; quiet; listen; look; concentrate;

Literacy

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). When children first enter our EYFS- in nursery or reception, we will work with parents to encourage, model and teach our children to:

- ♥ Love books- each parent or carer will have a Reading Passport and have joined in a zoom meeting with the English co-ordinator explaining how to use and promoting the importance of sharing books with our children.
- ♥ Know, love and be able to join in with all the words and actions to at least five action songs (Every week Willow class will have one end of the day session that is dedicated to action songs.)
- ♥ Know, love and be able to recite for fun ten nursery rhymes (Every week will have a session dedicated to nursery rhymes).
- ♥ Have at least five favourite books they can read and re read themselves (from memory) pointing to the words and letters as they go.
- ♥ Have at least five favourite fairy tales.
- ♥ Know how to access non-fiction books and IPad/search engines to identify animals or find out facts.



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- ♥ Be able to recognise their name card with photo
- ♥ Be able to recognise the first letter of their name
- ♥ Be able to write the first letter of their name (this can be in sand, shaving foam, from rolled plasticine, snakes, large chalk on the floor, painted in water on the floor)
- ♥ Be able to recognise their name without a photo
- ♥ Be able to write a few letters from their name
- ♥ Be able to form those letters correctly
- ♥ Be able to go and get their name card to help them with the other letters independently
- ♥ Know that we need to write for many reasons
- ♥ Know that we need to read for many reasons
- ♥ Write their name independently and put it on their work
- ♥ Write lists in their play
- ♥ Begin to put letters in their writing
- ♥ Tell us what their writing says
- ♥ Recognise print in the environment, when they are at the shops or on a school trip
- ♥ Make a card
- ♥ Make a zigzag book using folding
- ♥ Make books using paper and staples
- ♥ Write and illustrate their books independently
- ♥ Read then to their friends
- ♥ To learn synthetic phonics appropriate to their developmental level, prior knowledge and skills (Letters and Sounds)

Key vocabulary:

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children



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develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

When children first enter our EYFS- in nursery or reception, we will work with parents to encourage, model and teach our children to:

- ♥ Know what maths is
- ♥ Count everything with their parents- for example when shopping, going down steps
- ♥ Know and recite at least five number rhymes/action songs: once I caught a fish alive, 1 potato, 2 potato, five little men in a flying saucer
- ♥ Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
- ♥ Recite numbers past 5.
- ♥ Say one number for each item in order: 1,2,3,4,5.
- ♥ Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- ♥ Show 'finger numbers' up to 5.
- ♥ Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- ♥ Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'.
- ♥ Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
- ♥ Understand position through words alone – for example, "The bag is under the table," – with no pointing.
- ♥ Describe a familiar route.
- ♥ Discuss routes and locations, using words like 'in front of' and 'behind'
- ♥ Children will need to understand what measuring means
- ♥ Children will need to understand what comparison means
- ♥ Children will need to understand about size, length
- ♥ Children will need to understand about weight and capacity
- ♥ Make comparisons between objects relating to size, length, weight and capacity
- ♥ Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc.
- ♥ Talk about and identify the patterns around them. For example, stripes on clothes, designs on rugs and wallpaper.
- ♥ Use informal language like 'pointy', 'spotty', 'blobs', etc.
- ♥ Then learn the correct terminology
- ♥ Extend and create ABAB patterns – stick, leaf, stick, leaf.



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- ♥ Notice and correct an error in a repeating pattern.
- ♥ Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' (See UW)
- ♥ Children will be able to hold different numbers of fingers up (PD)
- ♥ Children will learn that five fingers on a hand is always five fingers on a hand- subitising
- ♥ Link the number symbol (numeral) with its cardinal number value.
- ♥ Children will play games: snap, dominoes, pelminism (pairs), squares, noughts and crosses, snakes and ladders until proficient
- ♥ They will play games that involve recording scores using tally marks, for example, hoopla; croquet
- ♥ Children will play with Numicon
- ♥ They will engage in surveys that involve recording using tally marks, for example ; favourite pets
- ♥ They will engage in activities that involving recording quantity using tally marks, for example, playing cafes and noting down how many want a cup of tea, or coffee etc. or making tickets for an imaginary train ride and recording how many passengers etc.
- ♥ Count beyond ten.
- ♥ Compare
- ♥ Understand the 'one more than/one less than' relationship between consecutive numbers
- ♥ Know and recite songs that develop the understanding of subtraction: ten in the bed, five freckled frog, five currant buns, (staff will model the language and process- we are taking one away, subtracting, one less etc.)
- ♥ Know and recite action songs to encourage doubling: two fat sausages etc.
- ♥ Explore the composition of numbers to 10.
- ♥ Play games such as Ludo and model to children 'Oh I have three home; I only need one to win, encourage the children to do the same with their counters.'
- ♥ Automatically recall number bonds for numbers 0–5 and some to 10.
- ♥ Spot and use opportunities for children to apply number bonds: "There are 5 of us but only 2 clipboards. How many more do we need?" Place objects into a five frame and talk about how many spaces are filled and unfilled.

Key Vocab:

Rote Counting number zero, one, two, three... to twenty and beyond zero, ten, twenty... one hundred none count, count (up) to count on (from, to) count back (from, to) count forwards count backwards count down count in ones, twos... tens... pattern before, after, between

Counting and Subitising number zero, one, two, three... to twenty and beyond zero, ten, twenty... one hundred none count, count (up) to count on (from, to) count back (from, to) count forwards count backwards count down count in ones, twos... tens... how many...? pattern, arrangement sensible guess estimate



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<p>Comparing Amounts number zero, one, two, three... to twenty and beyond compare order equal to the same as more, most less, fewer, least, fewest greater amount, greatest amount smaller amount, smallest amount before, after lots, many few nearly, close to, about the same as just over, just under too many, too few, enough, not enough</p>
<p>Number Sense and Place Value number zero, one, two, three... to twenty and beyond part – part – whole group of ten pattern more, less greater, lesser/smaller amount</p>
<p>Number Recognition read identify, match order</p>
<p>Number Graphics represent show, draw, make, write own way explain thinking</p>
<p>Calculation – Addition part – part – whole add, and, combine make, sum, total, altogether equals, equal to, is the same as score double one more, two more, ten more ... more than ... is ...</p>
<p>Calculation – Subtraction part – part – whole take (away), leave, left (over) how many have gone? how many more to make...? how many more is ... than ...? equals, equal to, is the same as one less/fewer, two less/fewer, ten less/fewer</p>
<p>Number Fractions share (sharing) equally equal parts half, halving double, doubling, adding same number</p>
<p>2-D Shape circle, triangle, square, rectangle, oblong flat, side, straight, curved sharp, pointed, corner, vertex different size, position same, different pattern, repeating, symmetrical recognise, identify, match</p>
<p>3-D Shape sphere, cube, cuboid, cone solid, face, flat, surface, curved edge sharp, pointed, corner, vertex different size, position same, different recognise, identify, match roll build</p>
<p>Space on top, under(neath) in front of, behind, next to, between above, below first, last second, third, fourth... forwards, backwards up, down, turn pattern, repeating next, after, before</p>
<p>Statistics – Matching and Sorting same, different sort, match features in common</p>
<p>Measurement – Weight/Mass measure size compare, order guess, estimate nearly, close to, about the same as just over, just under weigh, balance heavy, light heavier, heaviest lighter, lightest</p>
<p>Measurement – Volume and Capacity measure size compare guess, estimate nearly, close to, about the same as just over, just under full, empty half full holds container how much/many...</p>
<p>Measurement – Money money penny, pence, pound 1p coin coins, notes, credit/debit card, online/internet colour, shape, size same, different pay, spend, price, cost buy, sell change cheap, dear, expensive total more, less, costs the same as</p>
<p>Measurement - Time time lunch/dinner time, home time, tea time, play time, snack time, bed time morning, afternoon, evening, night before, after, yesterday, today, tomorrow day, week, month, year Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday longer, shorter faster, slower fastest, slowest clock, watch</p>



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Understanding 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.

When children first enter our EYFS- in nursery or reception, we will work with parents to encourage, model and teach our children to:

- ♥ Start with what they know
- ♥ Know we are human
- ♥ We have two legs etc.
- ♥ Name parts of the body (see vocab)



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- ♥ Know the function of the body (see PD and vocab)
- ♥ *Know where they live- in a house or flat etc.*
- ♥ *Know what number they live at*
- ♥ Know their address
- ♥ Know we live in Scarisbrick
- ♥ Know we live in England
- ♥ Know England is a country on the planet Earth
- ♥ To know the earth is a planet and is in space
- ♥ To know there are more than one planets
- ♥ To know we have a moon
- ♥ To know other planets have moons
- ♥ To know that we have a sun
- ♥ To know that the sun keeps us warm and alive
- ♥ To know we should not look at the sun
- ♥ To know that the sun can burn us
- ♥ To know that we have water on our planet
- ♥ To know that the water in the tap comes from the rain
- ♥ To know that the rain comes from the clouds
- ♥ To know what fire is
- ♥ To know that heat makes water turn to steam
- ♥ To know that the water evaporates up into the clouds when hot
- ♥ To know it will turn to water again when cooled, perhaps as rain
- ♥ To know this is a cycle
- ♥ To know our school is in the countryside, an area that is rural and grows crops.
- ♥ Know their parents telephone number
- ♥ Know to ring 999 or 101 if there is a fire or someone is ill, or danger
- ♥ See PD and PSED regarding water safety
- ♥ To compare our locality to a city, Liverpool and Preston or Bolton
- ♥ To visit a theatre
- ♥ To visit a philharmonic music show
- ♥ To see a pantomime



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- ♥ To visit an art gallery
- ♥ To visit the seaside
- ♥ To go on a local bus or train
- ♥ To visit the woods through all the seasons
- ♥ To know the names of British Wildlife
- ♥ To know the names of usual pets
- ♥ To know what survival means
- ♥ To know what pets need to survive and thrive
- ♥ To know about babies
- ♥ To know that an old person used to be a baby
- ♥ To know this is called changing
- ♥ To know the stages a human goes through
- ♥ To know this is called a cycle
- ♥ To know that animals and plants also grow and change
- ♥ To know the circle of life- the life cycle of at least two kinds of animal including human
- ♥ Name body parts- please see vocabulary list above
- ♥ To know scientific terms and processes: solid=frozen water/ice, liquid=water, warms up-boils=steam
- ♥ To know how to make toast and butter it
- ♥ To know how to bake a cake
- ♥ To know how to bake bread
- ♥ To know how to make playdough- this should be made with groups of children on a weekly basis
- ♥ To know how to make salt dough and decorate it afterwards
- ♥ To know the difference between smoke and steam
- ♥ To know what happens to wood when it burns- turns to ash
- ♥ To know about embers and sparks
- ♥ To know to tie hair back by the fire
- ♥ To know how to stay safe by a fire: walking, not entering the fire pit; kneeling down by the side; not wearing gloves or scarves
- ♥ To know to count to ten when eating a heated marshmallow or sweet food
- ♥ To know to test it with their finger not their tongue
- ♥ To know how to find out the weight of an object
- ♥ To understand about balance- see-saw-balancing on a log- yoga- mountain pose, tree pose



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- ♥ To know what a plant needs to live, survive and thrive: water, soil. Sun
- ♥ To know what a human needs to live, survive and thrive: water, food, shelter, sleep and love
- ♥ To know what an animal needs to live, survive and thrive: water, food, shelter, sleep and love
- ♥ To know what extinct means
- ♥ To know about habitats
- ♥ To know that we need to look after our earth to make sure animals do not become extinct
- ♥ To know what electricity is
- ♥ To know some items powered by electricity
- ♥ To know the dangers and how to stay safe when using electricity
- ♥ To know the dangers in a home and how to stay safe: chemicals/choking hazards/electricity or gas
- ♥ To be able to access a program on the interactive whiteboard or tablet
- ♥ To know they can use a search engine to find out information
- ♥ To know what to do if something they do not like comes on the internet
- ♥ To know and be able to access information books to find out facts
- ♥ To begin to think about Creation stories
- ♥ To know some people believe in a god
- ♥ To know these beliefs are called religion
- ♥ To begin to think about their beliefs
- ♥ To think about giving thanks and being grateful
- ♥ To know that a face with eyes, pupils, eyelashes, eyebrows, ears, hair, and that we have a body with five fingers and five toes
- ♥ To know that a spider has eight legs
- ♥ To draw a spider with eight legs
- ♥ To know that a beetle or an ant has six legs
- ♥ To draw a beetle with six legs
- ♥ To know that an animal may have four legs
- ♥ To draw an animal with four legs
- ♥ To know that a monkey has a tail
- ♥ To know that an ape does not have a tail
- ♥ To know that an acorn comes from an oak tree
- ♥ To know that a conker comes from a horse chestnut tree and is poisonous
- ♥ To know that a pine cone comes from a pine tree



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- ♥ To know that sand used to be shells
- ♥ To know not to put sand in their mouths
- ♥ To know what a germ is, how it is spread and how to stop it spreading by throwing away tissues in a bin, and washing our hands
- ♥ Explore wet sand and dry sand
- ♥ Explore water
- ♥ Explore and investigate what is under our logs and in the pond
- ♥ Know that we must respect the creatures habitats
- ♥ To know to move logs gently
- ♥ To know to lie down on their tummies to look into the water and watch
- ♥ To know that they must hold a worm on a leaf, so it will not be burned
- ♥ To know not to pick up ladybirds and spiders in a pincer grip, as it could hurt their legs or wings
- ♥ To know that they may find caterpillars and eggs under leaves
- ♥ To know that if they touch stagnant water they must wash their hands
- ♥ To know that they need to add water to mud to make it runny
- ♥ To know that they must not pick all the flowers or snap branches or leaves off trees because if we all did it they would die
- ♥ To know that a bee pollinates plants when it flies to and fro
- ♥ To know that we need worms, trees and bees to survive
- ♥ To know that trees take in carbon dioxide and put out oxygen
- ♥ To know trees take in sunlight through their leaves
- ♥ To know we take in sunlight through our skin
- ♥ To know we need to protect our skin from the sun
- ♥ To know that some plant sting us and how to avoid them
- ♥ To know that some mushrooms and berries can be poisonous so children do not pick them, they do not put them in their mouth
- ♥ To know that tins or glass or needles may cut them, may pass germs on, poos may pass germs on so do not touch them but do tell an adult
- ♥ To begin to know about timescales; for example they wake up in the morning, go to bed at night
- ♥ To know that time is something that passes
- ♥ To know about measuring
- ♥ To know that a clock can measure time
- ♥ To know that a sand timer can measure time
- ♥ To know that a stop watch can measure time
- ♥ To know that there are seconds and minutes and hours



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- ♥ To know that there are 24 hours in a day, 12 day, 12 night (roughly)
- ♥ To know that we can remember what we did yesterday and talk about it in the past
- ♥ To know we can talk about something we do tomorrow and talk about it in the future
- ♥ To know that some things happened a short time ago
- ♥ To know that some things happened a long time ago, before the child was born
- ♥ To know that this is called history
- ♥ To know that we need to learn about history
- ♥ To know that this can help us learn from history
- ♥ To know it can stop us making mistakes
- ♥ To know that seven days make up a week
- ♥ To know we have a weekend
- ♥ To know the days of the week
- ♥ To know the names of the days of the week
- ♥ To know the weeks make up months
- ♥ To know we have 12 months in a year
- ♥ To know a year is the time between our birthdays
- ♥ To know everyone has a birthday
- ♥ To know not every culture celebrates birthdays
- ♥ To know I used to be a baby
- ♥ To know grown-ups used to be a baby
- ♥ To know the sequence from baby to old person
- ♥ To know about our family
- ♥ To learn about our family tree
- ♥ To learn where we came from, our history
- ♥ To know we have seasons
- ♥ To know we have spring, summer, autumn and winter
- ♥ To know what weather is
- ♥ To know the weather changes
- ♥ To know the weather changes according to the season
- ♥ To know that weather is different in different countries
- ♥ To know that their parents or carers are safe people who help them



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- ♥ To know friends are people who play with you and help you
- ♥ To know that teachers and adults in school help you
- ♥ To know that humans have different jobs
- ♥ To know that jobs earn money
- ♥ To know that you buy items with money
- ♥ To know that a police officer, fire officer and health professional help us
- ♥ To listen to and ask questions of these people
- ♥ To think about what job they would like when they grow up
- ♥ To begin to know how to achieve this

Vocabulary-computing: fine motor skills; Ipad; finger; early; light; shines; record; photo; film; nature; science; plants; trees; flowers; collage;; seaside; art; design; create

Vocabulary-science: eyes

Ears; pupil; iris; nose; mouth; nostril; lips; hand; tongue; epiglottis; kind/kindly; kind hands; see; hear; smell; touch; healthy; dirty; clean; hygienic; body; head; teeth; arms; legs; penis; vagina; nipples; anus; belly button; chin; neck; jaw; forehead; eyelashes; eyebrows; toes; ankles; knees; wrists; elbows; stomach; lungs; heart; veins; arteries; oxygen; carbon dioxide; photosynthesis; metamorphosis

Vocabulary –history: evening; night; day; morning; month; week; year; tomorrow; yesterday; long ago;

Vocabulary- RE: God, belief, different, world, creation, Islam, Judaism, Hindu, Christian, festival, celebrate, spirit, respect

To ensure our children have the opportunity to learn and explore these first hand we visit the woods every week throughout the year, emulate forest school activities in our garden and visit the beach regularly. Children go on seasonal walks in the local environment to see changes and then visit towns and cities to compare. We ensure they visit cities with ethnic minorities to improve our children’s knowledge and understanding of diversity. We visit places of worship including a church and a mosque to promote understanding of diversity and invite people from other countries in to school to cook with and chat to the children about their lives. We invite parents and carers in to talk to children about their jobs. We invite the fire service, police and school nurse in to talk to the children about their jobs and how to achieve their goal/chosen career. We visit museums to see artefacts form history and encourage children and grandparents to bring in photographs and old photos in and to talk to the children about their lives.

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. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression,



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vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

When children first enter our EYFS- in nursery or reception, we will work with parents to encourage, model and teach our children to:

- ✓ Make marks
- ✓ Explore paint
- ✓ Explore paint with their fingers and toes
- ✓ Explore shaving foam with their fingers and toes
- ✓ Explore wet (out of date) spaghetti with their fingers and toes
- ✓ Have small world scenarios set up in tuff trays: relating to stories- the three little pigs; we are going on a bear hunt; the billy goats gruff
- ✓ Have a range of small world animals in the block area and outside; farm animals; British wild animals; wild animals from other countries
- ✓ Mix colours up
- ✓ Use their hands to paint
- ✓ Use their fingertips to paint
- ✓ Use brushes to paint
- ✓ Use thin brushes and fat brushes
- ✓ Use water to rinse their brushes
- ✓ Use water colours
- ✓ Know what the prime colours are: red, yellow and blue
- ✓ Know that red and yellow make orange
- ✓ Know that yellow and blue make green
- ✓ Know that red and blue make purple
- ✓ To know that white will lighten the colour
- ✓ To know that black will darken it
- ✓ To know that all the colours mixed together will make brown
- ✓ To know what an artist does
- ✓ To have seen some famous paintings
- ✓ To know what sculpture is
- ✓ To have seen and touched some famous sculptures
- ✓ To draw a face; circle ; two eyes and a smile
- ✓ To draw a face and body, arms and legs
- ✓ To draw a face with eyes, pupils, eyelashes, eyebrows, ears, hair, and a body with five fingers and five toes
- ✓ To explore malleable materials
- ✓ To learn how to roll a sausage of dough





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- ✓ To learn how to coil the sausage
- ✓ To learn how to roll a ball of dough in their hands
- ✓ To learn how to make a pinch pot
- ✓ To learn how to fix clay using water and clay
- ✓ To learn how to add objects to dough/clay to create representations
- ✓ To learn how to scratch into dough and press in to create patterns and representations
- ✓ To know how to hold scissors in one hand and snip
- ✓ To know how to move the paper with their other hand
- ✓ To know to open-snip-push-snip-push-snip
- ✓ To know to cut excess paper off to make it easier to be neat and accurate
- ✓ To be able to open sticky tape, put the end on the side of the table and cut
- ✓ To know to put the sticky tape equally over two parts to stick
- ✓ To know how to spread PVA glue and scrape some off so not too much
- ✓ To know they have to hold it in place, count to ten then leave overnight
- ✓ To know how to sharpen a pencil (over a bin unless it has a collector)
- ✓ To know they can poke a hole in card using a sharp pencil, putting a rubber underneath
- ✓ To know how to use a hole punch safely
- ✓ To know how to fasten two items together with a paper fastener so they will move
- ✓ To know how to use elastic bands to join
- ✓ To explore musical instruments
- ✓ To make sounds using their bodies or found materials
- ✓ To listen to a beat and repeat it
- ✓ To blow a note on a wind instrument
- ✓ To whistle using their mouths
- ✓ To move to a beat or rhythm
- ✓ To create a beat or rhythm
- ✓ To listen to a variety of music
- ✓ To move to music
- ✓ To move to music using ribbons or streamers
- ✓ To learn a sequence of moves to music
- ✓ Children can then use these skills to express themselves or be modelled how



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To make sure we keep the children learning real and ensure they develop holistically we will also ensure our children visit or work with professionals who come into school:

- Local art galleries, city art galleries
- Theatre-music- Philharmonic Hall

Vocabulary:

Colour; brush; pencil; picture; paint; line; rip; tear; tool; pattern; mix; fold; roll fasten; concertina; clay; pinch; wet; dry