



Overview of Early Years Reception Curriculum

Communication and Language

EYFS Statutory Educational Programme

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.

Children at The Ryde will progress through skills, gain knowledge, focusing on new and interesting vocabulary. Our learning is interlinked with all curriculum areas, with communication and language at the heart of all learning. We read frequently to children, and engage them actively in stories, non-fiction, rhymes and poems, providing them with extensive opportunities to use and embed new words in a range of contexts, giving all children the opportunity to thrive. Through conversation, storytelling, and role play, where children can share their ideas with support and modelling from all teachers within Reception, and sensitive questioning that invites them to elaborate, children will become comfortable using a rich range of vocabulary and language structures.

Alongside our continuous provision, adult led sessions and daily conversations, this is achieved through:

<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
Self-Registration Lunch choice – daily check in with adult. How many are at school today? Days of the week song – what day is it today? What is the weather like today? How do we know? (Willow Tree in garden area)	Lunch choice – daily check in with adult. Daily question for self-registration. How many said yes/no? Recognising a 5 and a 10. Days of the week song – what day is it today? What day was it yesterday? What month is it? What is the weather like today? How do we know? Changes to Willow Tree. (building on vocabulary)	Lunch choice – daily check in with adult. Daily question for self-registration. How many said yes/no? Recognising a 5 and a 10. How many are away/here today? Days of the week song – what day is it today? What day was it yesterday? What day will it be tomorrow? What month is it? What is the weather like today? How do we know?

<p>Focus on nursery rhymes - nursery rhymes can support children to develop their language, their awareness of sounds within words and even their later reading (Bryant et al. 1989).</p> <p>Snack time conversations and stories.</p> <p>Daily challenges</p> <p>Celebration of learning after each CIL session.</p> <p>NELI assessment for all children</p>	<p>Focus on nursery rhymes - nursery rhymes can support children to develop their language, their awareness of sounds within words and even their later reading (Bryant et al. 1989).</p> <p>Snack time conversations and stories.</p> <p>Daily challenges</p> <p>Celebration of learning after each CIL session.</p> <p>NELI invention using assessment and teacher knowledge.</p>	<p>Changes to Willow Tree. (building on vocabulary)</p> <p>Focus on nursery rhymes - nursery rhymes can support children to develop their language, their awareness of sounds within words and even their later reading (Bryant et al. 1989).</p> <p>Snack time conversations and stories.</p> <p>Daily challenges</p> <p>Celebration of learning after each CIL session.</p> <p>NELI invention using assessment and teacher knowledge.</p> <p>Re assessment of all children and information passed onto Year 1 teacher.</p>
<p>Early Learning Goals</p>		
<p>Listening, Attention and Understanding</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>		

Personal, Social and Emotional Development

EYFS Statutory Educational Programme

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.

Alongside our continuous provision, adult led sessions, zones of regulation and daily conversations, this is achieved through:

PSHE <i>Jigsaw</i>	Being me in My World	Dreams and Goals	Celebrating Differences	Healthy Me	Relationships	Changing Me
	All About Me Bags					
	Year 6 Buddy Introduction and lunch support	Year 6 Buddy Playground support House group activities	Year 6 Buddy Reading buddy House group activities	Year 6 Buddy Reading buddy House group activities	Year 6 Buddy Reading buddy House group activities	Year 6 Buddy Reading buddy House group activities Sports Day support

Early Learning Goals

Self-Regulation

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

Explain the reasons for rules, know right from wrong and try to behave accordingly.

Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

Work and play cooperatively and take turns with others.
Form positive attachments to adults and friendships with peers.
Show sensitivity to their own and to others' needs.

Physical Development

EYFS Statutory Educational Programme

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults.

At the Ryde we believe that 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.

Alongside our continuous provision, adult led sessions and daily conversations, this is achieved through:

	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
Gross Motor Skills	<p>All children are given the opportunity to participate in the 'Ready to Learn programme' – Chris Quigley. This programme provides opportunities to build core strength, shoulder strength and midline crossing.</p> <p>Selection of bikes – daily</p> <p>Opportunities to explore: large painting brushes, rollers, easels, scarves, climbing,</p>	<p>Continuation of 'Ready to Learn programme' for identified children.</p> <p>Selection of bikes – daily</p> <p>Opportunities to explore: large painting brushes, rollers, easels, scarves, climbing,</p>	<p>Balance bike programme</p> <p>Continuation of 'Ready to Learn programme' for identified children.</p> <p>Selection of bikes – daily</p> <p>Opportunities to explore: large painting brushes, rollers, easels, scarves, climbing,</p>

	<p>throwing, large wooden blocks, obstacle courses, nature kitchen</p> <p>Weekly adult led PE session</p> <p>Visit to The Dell</p>	<p>throwing, large wooden blocks, obstacle courses, nature kitchen</p> <p>Weekly adult led PE session</p> <p>Visit to The Dell</p> <p>Local Walk</p>	<p>throwing, large wooden blocks, obstacle courses, nature kitchen</p> <p>Weekly adult led PE session</p> <p>Sports Day</p> <p>Visit to The Dell</p>
Fine Motor Skills	<p>Finger strengthening opportunities Busy fingers every morning – pegs, tweezers, peg boards, scissor skills.</p> <p>Adult led handwriting sessions teaching good pencil grip, correct posture and correct formation.</p> <p>Assessment and progression through Self Portraits – 3x times a year.</p>	<p>Finger strengthening opportunities Busy fingers every morning – pegs, tweezers, peg boards, scissor skills, adult led handwriting practise.</p> <p>Adult led handwriting sessions teaching good pencil grip, correct posture and correct formation.</p> <p>Assessment and progression through Self Portraits – 3x times a year.</p>	<p>Finger strengthening opportunities Busy fingers every morning – pegs, tweezers, peg boards, scissor skills, adult led handwriting practise.</p> <p>Adult led handwriting sessions teaching good pencil grip, correct posture and correct formation.</p> <p>Assessment and progression through Self Portraits – 3x times a year.</p>

Pencil grip progression

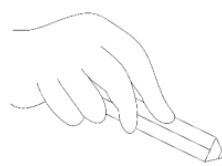
The **dynamic tripod grip** is considered the most effective pencil grip for good handwriting. This is because it provides stability and allows the precise movements needed to form letters. This grasp must be supported by the wrist resting on the writing surface and positioned below the writing line. However, not all children will eventually adopt the dynamic tripod grip. Studies have shown that others (for example, the dynamic quadropod and the lateral tripod grasps) are also mature grips and do not negatively affect speed and legibility of handwriting. Whilst it can take until around 14 years of age to secure a mature grip, as a child grows older it becomes increasingly difficult to change a grip, and so the dynamic tripod grasp should be explained and modelled to children once developmentally ready within the reception classroom. (HFL Essential Writing guidance 2025)

palmer-supinate grasp



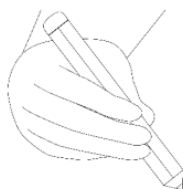
The child holds the pencil in a fist-like grip with their whole hand (1-2 years)

digital-pronate grasp



The child holds the pencil with their fingers pointing towards the paper (2-3 years)

four-finger grasp



The child holds the pencil with their four fingers and thumb (3-4 years)

dynamic tripod grasp



The child holds the pencil with thumb and index finger, with middle finger supporting it (4-7 years)

- Dynamic quadropod grip – the pencil is held by four fingers instead of three - in the tips of the thumb, index finger, long finger and ring finger, resting in the webspace.
- Lateral tripod grip – the pencil is held by the thumb, index and middle finger, with the thumb crossing over the pencil shaft and often resting against the index finger.



vertical lines	horizontal lines	circle	cross	square	triangle
(approx. 2 years)	(approx. 2 ½ years)	(approx. 3 years)	(approx. 4 years)	(approx. 5 years)	(approx. 5 ½ years)

Children should be able to copy the above lines and shapes at different stages of their development. Once able to copy the oblique cross, they should be able to form letters using an accurate process.

paper tilted to the right for a left-handed writer



paper tilted to the left for a right-handed writer



Supporting left-handed writers

Ensure that left-handers position the paper correctly – tilted up to 45 degrees to the right. By doing this, and keeping their wrist below the writing line, this should avoid the 'hooked' wrist that can often occur. They should use their right hand for stability and hold their pencil 2-3 cms from the point. Offer pencils with a broader nib – it can be harder for a left-hander to write with a fine nib.



Scissor use progression					
Scissor Use	Holds scissors in both hands and explores open and shutting.	Opens and closes blades with scissors in one hand. (not using paper) Encourage thumb up in top loop Middle finger in bottom loop	Makes snips in paper.	Uses a helping hand (non dominant) to guide the paper.	Cuts: Straight line Curved line Circles Square shape More complex shapes
Vocabulary	Open, shut, safe, scissor, cut, snip	Open, shut, close, scissor, cut, snip, thumb, fingers	Across, forward, side to side	Move, change, help, slide, hold still	Cut, snip, curve, open, shut, follow, forwards, turn
Development opportunities	Free exploration Finger strengthening activities	Practise on shaving foam, playdough	A variety of scissors available in creative area.	Model using alternate hand to move the paper. Model good scissor grip Finger strengthening activities	Shapes to practise cutting out

Early Learning Goals
<p>Gross Motor Skills</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>


Literacy

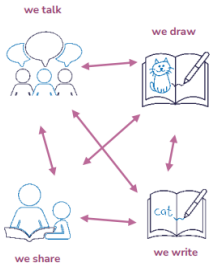
EYFS Statutory Educational Programme

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).

At The Ryde we believe that fluent and automatic transcription enables the writer to be freed up to increasingly control and enjoy their composition, and to check it themselves. It also aids reading fluency. Once children realise that writing is something they can all do, that it has purpose and is a means of communication, they will begin to write with intent and enjoyment. To enable this to happen we teach daily adult led phonic sessions implementing Little Wandle Letters and Sounds Revised and adult led literacy sessions using Essential Writing.

Below shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily. Reading practice sessions take place three times a week and are taught by a trained adult. Children are taught with books that match their secure phonic knowledge. Letter formation is taught separately in adult led groups.

Phonic progression	Foundation for Phonics	Phase 2	Phase 3	Phase 3	Phase 4	Phase 4
	Phase 2 s a t p i n m d g o c k c k e u r h b f l is, I, the	ff ll ss j v w x y z zz qu ch sh th ng nk words with –s /s/ added at the end (hats sits) words ending in s /z/ (his) and with –s	ai ee igh oa oo oo ar or ur ow oi ear air er words with double letters longer words	Review Phase 3 words with double letters, longer words, words with two or more digraphs, words ending in –ing,	Short vowels with adjacent consonants CVCC CCVC CCVCC CCCVC CCCVCC longer words and compound words words ending in	Phase 3 long vowel graphemes with adjacent consonants CVCC CCVC CCCVC CCV CCVCC words ending in suf-xes: –

		/z/ added at the end (bags sings) put pull full as and has his her go no to into she push he of we me be	was you they my by all are sure pure	compound words words with s /z/ in the middle words with –s /s/ /z/ at the end words with –es /z/ at the end	suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –est said so have like some come love do were here little says there when what one out today	ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, – est longer words
<p>English <i>Essential Writing</i></p> 	<p>At the Ryde School we ensure consistency and progression by implementing the Essential Writing programme for Reception. This ensures children move onwards through their writing journeys and supports readiness for Year 1. The three strands I am a communicator, I am a mark-maker, and I am a writer continue to be woven tightly together and not taught in a linear way or in isolation. As well as the Statutory Framework for the EYFS, it also references learning statements from Development Matters and the Reading Framework so that we can be sure that the skills children learn and practise in their Reception year at the Ryde School prepares them for what follows in Y1. The programme is built around bookmaking to support children with understanding that writing is a multi-sensory, fun and joyous experience for all of us, that it is purposeful, and that everyone can be a writer. The teacher teaches and models one thing within their own book and invites the children to do the same thing within their bookmaking during the school day.</p> <p>While punctuation is not a requirement of the Writing early learning goal, children in reception should still be taught it. Using capital letters and full stops reinforces their growing understanding of sentences. (Writing Framework, 2025)</p>					

	Autumn 1 Me and my Community	Autumn 2 Celebrations	Spring 1 World Around Us	Spring 2 Circle of Life	Summer 1 Animals/Traditional Tales	Summer 2 Moving/Memories
Bookmaking topics	All About Me books	My Special People Books	Things I Like books	Our Natural World Books	Animal Stories	Journey Stories
Key texts that may be explored.	Favourite Story Books Rosie's Walk What makes me a me? Real Superheroes Tiger Who Came to Tea	My Celebration Books Rama and Sita Prickly Hedgehogs! The Gingerbread Man Stickman	Story Books (patterns) Handa's Surprise The Very Hungry Caterpillar Look Up!	My Amazing Body Books Jim and the Beanstalk The Tiny Seed Yucky Worms My First Book of Mini-beasts Out and About Mini-beast Explorer Clean Up!	Traditional Tale Books Dear Zoo The Hare and the Tortoise Each Peach Pear Plum	My Very Own Story Book Mrs Armitage on Wheels The Train Ride Going on a Bear Hunt The Paper Dolls
Early Learning Goals						
<p align="center">Comprehension</p> <p align="center">Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p align="center">Anticipate (where appropriate) key events in stories.</p> <p align="center">Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</p> <p align="center">Word Reading</p> <p align="center">Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p align="center">Read words consistent with their phonic knowledge by sound-blending.</p>						

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

Write recognisable letters, most of which are correctly formed.

Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Write simple phrases and sentences that can be read by others.

Mathematics

EYFS Statutory Educational Programme

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.

Maths is taught through adult led sessions and through our continuous provision children are given the opportunity to practise, explore and challenge the teaching further.

Number NCTEM	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
	<p>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • identify when a set can be subitised and when counting is needed. • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame. 	<p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals. 	<p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their counting skills, counting larger sets as well as counting actions and sounds. • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame. • compare quantities and numbers,

	<ul style="list-style-type: none"> • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills. • spot smaller numbers 'hiding' inside larger numbers. • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers. • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number. • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds. • compare sets of objects by matching. • begin to develop the language of 'whole' when talking about objects that have parts. 	<ul style="list-style-type: none"> • begin to identify missing parts for numbers within 5. • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame. • focus on equal and unequal groups when comparing numbers. • understand that two equal groups can be called a 'double' and connect this to finger patterns. • sort odd and even numbers according to their 'shape'. • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern. • order numbers and play track games. • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers. 	<p>including sets of objects which have different attributes.</p> <ul style="list-style-type: none"> • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2. • begin to generalise about 'one more than' and 'one less than' numbers within 10. • continue to identify when sets can be subitised and when counting is necessary. • develop conceptual subitising skills including when using a rekenrek.
Maths topic	Shape 2D Directional language/Prepositions Measure – cooking gingerbread men	Shape 3D Space/Rockets	Capacity Floating/Sinking Measurement

Early Learning Goals			
<p style="text-align: center;">Number</p> <p style="text-align: center;">Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p style="text-align: center;">Numerical Patterns</p> <p style="text-align: center;">Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>			
Understanding the World			
<p style="text-align: center;">EYFS Statutory Educational Programme</p> <p>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.</p> <p>Alongside our continuous provision, adult led sessions and daily conversations, this is achieved through:</p>			
People, Culture and Communities (including RE)	<p style="text-align: center;"><u>Autumn term</u></p> <p>Real Superheroes – people who help us in our community. Visits from: Paramedic Fire Engine Police</p>	<p style="text-align: center;"><u>Spring term</u></p> <p>The World Recognising some similarities and differences between our lives in Hatfield/England and life in other countries.</p> <p>Recognising some environments are</p>	<p style="text-align: center;"><u>Summer term</u></p> <p>Celebrating: Ramadan Eid (other celebrations/festivals depending on current cohort)</p>

	<p>Celebrating: Harvest Diwali Sukkot Hanukah Christmas (other celebrations/festivals depending on current cohort)</p> <p>RE: Which stories are special? Which people are special and why? Which times are special and why?</p>	<p>different from the one we live in - hot/cold climates.</p> <p>Where does different fruits come from? Why? (Handa's Surprise) Google Earth/Maps</p> <p>Celebrating: Chinese New Year Easter (other celebrations/festivals depending on current cohort)</p> <p>RE: Which places are special and why? Where do we belong?</p> <p>Church visit/local walk</p>	<p>RE: What is special about our world and why? Which people are special and why?</p>
	<p>Children at The Ryde will progress through skills, gain knowledge, focusing on new and interesting vocabulary. Our learning is interlinked with all curriculum areas, with communication and language at the heart of all learning. The following vocabulary tends to be explored however, this is not an exhaustive list.</p> <p><i>School, home, house, flat, trailer, caravan, field, garden, road, church, town, weather, hot, cold, windy, rain, cloudy, sunny, summer, spring, winter, autumn, Hatfield, Welwyn Garden City, England, United Kingdom, positional language, map, journey, label, globe, environment, habitat.</i></p>		
Past and Present	<p>All About Me bags Celebrating our families and introducing ourselves to The Ryde. Real Superheroes</p>	<p>Local walk Exploring Old Hatfield noticing features from the past. How do we know? Map skills explored as well.</p>	<p>Stockwood Discovery Centre Exploring transport from the past. (Mrs Armitage on Wheels) Treasure hunt around grounds with a focus</p>

	<p>Children at The Ryde will progress through skills, gain knowledge, focusing on new and interesting vocabulary. Our learning is interlinked with all curriculum areas, with communication and language at the heart of all learning. The following vocabulary tends to be explored however, this is not an exhaustive list.</p> <p><i>Head, body, eyes, ears, mouth, teeth, leg, touch, sight, smell, taste, hear</i> <i>Season, autumn, winter, spring, summer, weather, rainy, cold, icy, frosty, windy, chilly, sunny, cloudy, snow.</i> <i>Hard, soft, stretchy, stiff, bendy, floppy, breaks, tears, rough, smooth, shiny, dull, waterproof, not waterproof, absorbent, not absorbent, opaque, transparent, sink, float, top, bottom</i> <i>bug, insect, animal, bird, fish, amphibians, reptiles, mammals</i> <i>Plants, leaf flower, petal, root, shoot, stem, fruit, seeds</i> <i>Common names of flowers, deciduous, evergreen</i></p>
Early Learning Goals	
<p>Past and Present</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	

Expressive Arts and Design

EYFS Statutory Educational Programme

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, 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.

Alongside our continuous provision, adult led sessions and daily conversations, this is achieved through:

Creating with Materials	<p>Teaching the following skills through our continuous provision, busy finger activities and adult led sessions:</p> <ul style="list-style-type: none"> • scissor skills (progression above) • hole punch • treasury tag • split pin • paper clips • stapler • glue stick – glue on paper • sellotape – how much do I need? • tearing • scrunching • chain – linking • flange - join • tabs - join • slits - join <p>Continuous provision opportunities: paint, powder paint, variety of brushes of different sizes, painting easels, rollers, sponges, cotton buds, watercolours, watercolour painting table, shaving foam, water, mixing trays, construction boxes/materials, hole punches, staplers, treasury tags, glue, sellotape, paper clips, wool, elastic, paper clips, collage materials, chalk, drawing tools, malleable table.</p>
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Art focus	Chalk, watercolours, mark making materials Powder paints – mixing	Ready mixed paint – primary colours, secondary colours, shading - white	Printmaking
DT	Junk Modelling skills Plan, do, review – CL, PSED Gingerbread Man cooking	Rockets Fruit Kebabs – cutting skills	Woodwork skills (Forest School)

Skill progression:

Cutting	Ripping with hands Beginning of scissor grip but not secure – loop scissors Hand strength Making snips – opening and closing the scissors Cutting playdough, straws, etc	Holding scissors correctly – thumb on top. Showing more control. Moving the paper when cutting. Building up hand strength. Variety of shape scissors to explore.	Confidently cutting a variety of shapes with good control and precision.
Joining	Using glue or tape to join flat surfaces successfully.	Using a variety of joining methods: glue, tape, hole punch, treasury tags, paper clips, stapler, bands, string/wool/elastic, tabs, hinges, flange.	Developing confidence in choosing the most appropriate joining technique.
Painting	Hands, large brushes, rollers, sponges	Variety of brushes including smaller paintbrushes, different tools – cotton buds, watercolours, mixing powder paint, mixing colours.	Using a variety of painting techniques – dabbing, strokes, flicks. Exploring the colour wheel and developing shades of colour.
Printing	Sponges, stampers, hands	Malleables - imprinting, repeating patterns	Patterns and symmetry
Colour Mixing	Mix all colours together and explore with colour mixing.	Know primary colours. Colour mix with purpose and know which colours to combine for desired effect.	Explore colour wheel and tone of colours.

Alongside our continuous provision, adult led sessions and daily conversations, this is achieved through:

Being Imaginative and Expressive	<p>Opportunities to explore, investigate and challenge:</p> <ul style="list-style-type: none"> • Role play • Construction areas • Loose parts • Water area • Small world • Storytelling, • Sharing books • Stage • Musical instruments • Nature kitchen <p>Enhancements provide opportunities to reflect current learning and children's ideas.</p> <p>Weekly adult led music sessions by a trained music teacher, using the Charanga Scheme.</p>					
Music						
Music Units	Me!	My Stories Christmas Singing Concert	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay

Progression of skills: Imaginative Play

Communicate	<p>Playing alongside others</p> <p>Engaging when invited</p> <p>Limited vocabulary</p>	<p>Engaging with others and asking questions</p> <p>Child centred</p>	<p>Full engagement</p> <p>Using language as a tool to engage and engage others.</p> <p>Wide ranging vocabulary linked to experiences and familiar stories including non-fiction.</p>
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	Autumn Term	Autumn Term	Spring Term	Spring Term	Summer Term	Summer Term
Enrichment including speakers, workshops	Forest School People who help us visitors	Forest School Pantomime Hedgehog lady	Forest School	Forest School Ark Farm	Forest School	Forest School Outdoor Adventurous Week
Trips			Local Walk/Church			Stockwood Discovery Centre
Parent activity Fortnightly Reading	Phonics Workshop	Stay and Play session Writing Workshop	Maths Workshop	Forest School Parent Activity		Forest School Parent Activity