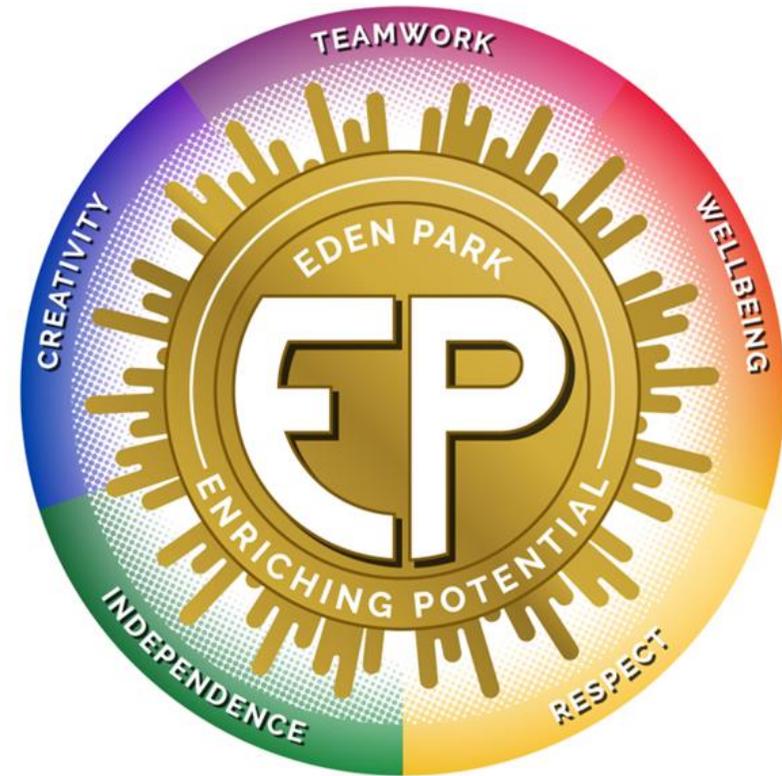


# OUR EARLY YEARS FOUNDATION STAGE CURRICULUM



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Eden Park Primary Nursery School

OUR EARLY YEARS FOUNDATION STAGE CURRICULUM

# INTENT

Within our Early Years, we believe that every day is a learning day and opportunities for learning are all around us. As well as being a place of learning, we pride ourselves in ensuring that all children thrive in our loving, caring environment where they are valued and listened to. Eden Park's Early Years Foundation Stage is made up of two Reception classes (Ladybirds and Grasshoppers) and two Nurseries (Frogs and Tadpoles).

Our Nurseries and Reception classes follow the Eden Park Early Years Foundation Stage curriculum which has been carefully designed to meet the needs of all the children in the setting. Our Reception Teachers and Nursery Managers work closely together to ensure consistency of practice, as well as providing enabling environments for children to thrive in and lead happy, healthy and active lives.

Through sharing our practise, our curriculum includes a progressive bank of core knowledge and skills for the children to master during their time in Early Years. We have a clear understanding of the schools' core values which are incorporated into everyday practice and work alongside the British Values. These are *RESPECT, CREATIVITY, INDEPENDENCE, TEAMWORK and WELLBEING*.

No matter each child's starting point, we have high expectations which are aspirational for all. Our intention is to provide each child with a passion for learning, enabling them to become lifelong learners. Our ambitious curriculum ensures that the children are given a good foundation to their education and are prepared for the next stage in their learning journey. Consideration has been given to the specific content in EYFS ensuring there is progression into Year 1. Children will use their prior learning and enjoy deepening and enriching it as they journey through Key Stage 1.

# CHARACTERISTICS OF EFFECTIVE TEACHING AND LEARNING

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:

- playing and exploring - *children investigate and experience things, and ‘have a go’*
- active learning - *children concentrate and keep on trying if they encounter difficulties, and enjoy achievements*
- creating and thinking critically - *children have and develop their own ideas, make links between ideas, and develop strategies for doing things*

<b>Playing and exploring</b>	<ul style="list-style-type: none"> <li>• Realise that their actions have an effect on the world, so they want to keep repeating them</li> <li>• Reach for and accept objects. Make choices and explore different resources and materials.</li> <li>• Plan and think ahead about how they will explore or play with objects.</li> <li>• Guide their own thinking and actions by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: “Where does that one go? – I need to find the big horse next.”</li> <li>• Make independent choices.</li> <li>• Do things independently that they have been previously taught.</li> <li>• Bring their own interests and fascinations into early years settings. This helps them to develop their learning.</li> <li>• Respond to new experiences that you bring to their attention.</li> </ul>
<b>Active learning</b>	<ul style="list-style-type: none"> <li>• Participate in routines, such as going to their cot or mat when they want to sleep.</li> <li>• Begin to predict sequences because they know routines. For example, they may anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens.</li> <li>• Show goal-directed behaviour. For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object.</li> <li>• Use a range of strategies to reach a goal they have set themselves.</li> <li>• Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit.</li> <li>• Keep on trying when things are difficult.</li> </ul>

- Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup.
- Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets
- Review their progress as they try to achieve a goal. Check how well they are doing.
- Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries
- Use pretend play to think beyond the 'here and now' and to understand another perspective. For example, a child role-playing the billy goats gruff might suggest that "Maybe the troll is lonely and hungry? That's why he is fierce."
- Know more, so feel confident about coming up with their own ideas.
- Make more links between those ideas.
- Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.

# IMPLEMENTATION OF COMMUNICATION AND LANGUAGE

Communication and language lies at the core of everything that we do; without these vital skills children will struggle to access the seven areas of learning and development both within and beyond EYFS.

To assist children with communication and language we are proud to offer 'universal support' whereby all children are taught how to communicate. Staff model effective communication and language skills and guide children gently to help improve their back-and-forth dialogue as well as their daily communication skills. Staff also model effective communication skills through sharing stories; books are read with prosody and actively engage children through their creative delivery.

We offer a range of Intervention strategies for those children that need further assistance; Speech Link is our approach. We work closely with our Speech and Language Therapist, who visits school every other week and suggests bespoke adaptations to practice. SALT plans are carefully designed and implemented by our skilled support staff. We believe Early Identification is key to ensure any speech, language and communication needs are identified as soon as possible and interventions are put in place.

An Eden Park strategy called 'Big talk' is delivered daily to all children. Pictures are used to stimulate discussion; adults use a rich range of vocabulary and language structures which children then enjoy using. This initiative starts in Tadpoles and the expectation of children progresses as they journey through to Reception.

We offer our Early Years children a language rich environment which promotes speaking and listening. Children can enjoy small world, home corners, mud kitchens all of which allow children to play alongside one another. Imaginative play is modelled to our children through well-timed adult engagement; practitioners extend language with careful questioning and modelling sentences which broaden the children's vocabulary. In our Reception classes, you will find 'tricky red words' displayed on windows, chairs and around the provision that immerse children in the language that they are expected to use and know. Our book corners are calm areas where communication and language are promoted; books are carefully and purposefully using a range of recommended texts which meets the diverse needs of our children.

Quality CPD has been delivered to our EYFS team through training led by an Early Years Advisory Speech and Language therapist. We are also fortunate enough to have expertise within our staff and this is fully utilized.

**Statutory Educational Programme: *Communication and Language***

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, storytelling 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.



<p><i>Italics denotes Eden Park 'sprinkles'. These are extra things that we do to enhance the curriculum.</i></p>	<p><b>Tadpoles</b></p>	<p><b>Frogs</b></p>	<p><b>Reception</b></p>
	<ul style="list-style-type: none"> <li>• <i>Asks questions and uses sentences of 2-4 words</i></li> <li>• <i>Understands most of what is said to them</i></li> <li>• <i>Speech is generally understood by everyone</i></li> <li>• Understands and follows a simple instruction, e.g. 'Find a book' 'Give it to Nanny'.</li> <li>• Listens to simple stories and understands what is happening, with the help of the pictures.</li> <li>• <i>Can stop and listen when required</i></li> <li>• Start to develop conversation, often jumping from topic to topic.</li> <li>• Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.</li> <li>• Start to say how they are feeling, using words as well as actions.</li> <li>• Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'.</li> <li>• Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</li> <li>• Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</li> <li>• Recognise and point to objects if asked about them.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses longer sentences of up to 6 words</li> <li>• <i>Begins to understand why and how questions</i></li> <li>• <i>Follows a two-part instruction</i></li> <li>• Enjoy listening to longer stories and can remember much of what happens.</li> <li>• Pays attention to more than one thing at a time, which can be difficult.</li> <li>• Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</li> <li>• Start a conversation with an adult or a friend and continue it for many turns.</li> <li>• Uses a wider range of vocabulary. Examples from 'The Gruffalo' include: 'stroll', 'roasted', 'knobbly', 'wart' and 'feast'.</li> <li>• Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> <li>• Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>• Be able to express a point of view and to debate when they disagree with an</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Can use well-formed sentences when talking, using tenses and conjunctions such as 'and' and 'because' correctly to extend their sentences.</i></li> <li>• Understands how to listen carefully and the importance of listening in different contexts</li> <li>• <i>Responds to what they hear with relevant questions, comments and actions.</i></li> <li>• <i>Can participate in small group, class and one-to-one discussions.</i></li> <li>• <i>Can explain why things might happen.</i></li> <li>• Uses new vocabulary in different areas and contexts throughout the day.</li> <li>• <i>Can express their ideas and feelings about their experiences. Can confidently hold a conversation with their teacher and peers.</i></li> </ul>

	<ul style="list-style-type: none"> <li>• Listen to other people’s talk with interest, but can easily be distracted by other things.</li> <li>• Make themselves understood, and can become frustrated when they can’t.</li> <li>• Use the speech sounds p, b, m, w. Pronounce: - l/r/w/y - f/th - s/sh/ch/dz/j - multi-syllabic words such as ‘banana’ and ‘computer’</li> </ul>	<p>adult or a friend, using words as well as actions.</p> <ul style="list-style-type: none"> <li>• 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’.</li> </ul>	
<p><b>Desired End Point:</b></p>	<p>Children are able to use their spoken language as a means of communication with their peers and adults, asking questions and being able to construct sentences of 2-4 words. Children begin to understand how to take part in a simple conversation and can stop and listen when required. Children begin to express their feelings and emotions through words and actions, understanding and acting on simple questions and instructions.</p>	<p>Children have the confidence to start conversation with peers and adults through play. They use longer sentences to communicate their wants and needs which includes using wider vocabulary and whole sentences. Children begin to use correct tenses whilst communicating with others and can express their point of view and debate to solve problems and conflict. Children can listen to longer stories and answer simple questions to show their understanding. They also show their understanding through joining in with familiar rhymes, songs and stories and can retell stories or events from their own experience.</p>	<p>Children can listen attentively and understand the importance of listening and respond to what they hear with relevant questions and actions. Children can make comments about what they have heard and ask questions to clarify their understanding. Children can confidently hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Children can participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Children can 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>

Children will use their prior knowledge and apply this in the following way:

Comparing Similarities and Differences:

- In Year 1 children are expected to be able to describe and compare different materials, animals, plants, seasons, weather. In Reception, we prepare children for this through exploring similarities and differences through daily talk with the children, as well as explicitly through all areas of learning. For example, when exploring our likes and dislikes, how we look, numbers etc.

Describing:

- In Year 1 children are expected to be able to describe their observations in Geography and Science, for example. In Reception, children are prepared for this through planned daily Big talk sessions. These sessions are specifically focussed on ambitious language, which contains descriptive language as well as language we would expect them to know too. Our aim is that children will use this as their everyday vocabulary through this being modelled to the children throughout the day and being explicitly taught the language in Big Talk sessions and Literacy Lessons.
- In year 1, children are expected to talk about their learning, what they know, any links they can make particularly in maths where we use the APE approach – answer, prove it and explain. In Reception, we prepare children for this by modelling reasoning whilst exploring number through resources. For example, I have 4 cubes... I know I have 4 because I can see 2 and 2 and they make a square when I place them like this. Children are encouraged to explain through demonstrating the mathematical process (using resources) or by verbally talking us through their learning.
- In year 1 children are expected to give and receive feedback in lots of lessons, including their Dance PE lessons. In reception we prepare children for this by discussing the children's outcomes from their continuous provision. For example, "how do you think you could make your tower taller?" and "what else could you do to improve your model?"

Evaluating:

- In year 1 children are expected to be able to evaluate their work. For example, in Art they are expected to be able to evaluate the success of painting the same picture with a thin paintbrush and a thick paintbrush. To prepare children for this, in Reception we spend time daily evaluating our outcomes achieved in the continuous provision. This is done by sharing photos of the children's outcomes after continuous provision and discussing successes as well as improvements. Language such as 'improve', 'success', 'proud of', are modelled daily and children are encouraged to use these when communicating.

# IMPLEMENTATION OF PERSONAL, SOCIAL AND EMOTIONAL EDUCATION



We believe children need to be socially and emotionally ready to learn and therefore we work hard to ensure this prime curriculum area is given the time it rightfully deserves.

Our setting models strong, warm, and supportive relationships which will help to create happy, healthy and active children. In our Nurseries, key workers join children at their play and enjoy supporting interactions with their peers; high and consistent standards are continually modelled. In Reception, children are encouraged to be more independent and take control of their own learning through the lolly stick challenge. Children are motivated and excited to complete their learning challenges and fill up their rainbow. They are always proud of their achievements, as are we!

Children are asked daily about how they feel, and time is taken to encourage children to explain their emotions. We help children to understand why they might be feeling in certain ways and support children in managing and dealing with these emotions. Feeling words are used as children move through Early Years as we continue to promote expressive vocabulary.

Praise is freely given, and achievements are celebrated, no matter how small. Stickers, certificates, Head Teacher awards and mentions in the school newsletter assist us in building self-esteem. Children within our Reception classes build their social skills through tasks such as photographing their friends work which is later looked at by the teacher. We reference our school values when supporting children with PSED.

Children are taught how to look after themselves during their time in our Early Years setting. The Brush Bus is used daily which promotes teeth hygiene as well as discussions around the importance of hand washing. We encourage healthy drinks and provide fruit for snack time. Children are required to select their fruit and if it needs peeling or cutting, we expect children to do this (after some initial assistance!).

Stranger danger, road safety and fire safety are a few examples of the topics that we discuss with our children. In addition, considerable time is taken to show children how to be a good citizen and make positive contributions to our community.

Inevitably, there will be times where children need to deal with conflict. Consistent class boundaries and developing an understanding of 'making good choices' help us to work with the children to resolve conflict; Eden Park school values play an integral role here also. Our talented staff often role-play unkind behaviour and ask children to share their ideas on how the situation could be resolved.

**Statutory Educational Programme: *Personal, Social and Emotional Development***

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



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<p><b>Personal, Social, and Emotional Development</b></p>	<ul style="list-style-type: none"> <li>• <i>Follows a few boundaries and routines for example, helps to tidy up, lining up</i></li> <li>• <i>Can sit for a short story or singing session</i></li> <li>• <i>Awareness of class boundaries</i></li> <li>• <i>Can play alongside others and beginning to make friends. Children will gain an understanding of our school values e.g. Respect and Teamwork</i></li> <li>• <i>Begins to show affection towards others</i></li> <li>• <i>Begins to share resources and has an awareness of turn taking</i></li> <li>• <i>Find ways to calm themselves, through being calmed and comforted by their key person.</i></li> <li>• <i>Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</i></li> <li>• <i>Express preferences and decisions. They also try new things and start establishing their autonomy</i></li> <li>• <i>Develops self-assurance and builds positive relationships with other adults</i></li> <li>• <i>Be increasingly able to talk about and manage their emotions.</i></li> <li>• <i>Talk about their feelings in an elaborated way: "I'm sad because..." or "I love it when ...".</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Can sit and engage with an activity for a period of up to 20 minutes</i></li> <li>• <i>Builds friendships and learns to play cooperatively</i></li> <li>• <i>Follows our class boundaries independently and begins to understand why they are important</i></li> <li>• <i>Can play in a small group, building a narrative and introducing a storyline to their play</i></li> <li>• <i>Can take turns in games and begins to solve conflicts independently</i></li> <li>• <i>Shows kindness and concern towards people who are important to them</i></li> <li>• <i>Develop their sense of responsibility and membership of a community, e.g. washing dishes, tidying up etc.</i></li> <li>• <i>Become more outgoing with unfamiliar people, in the safe context of their setting.</i></li> <li>• <i>Show more confidence in new social situations.</i></li> <li>• <i>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</i></li> <li>• <i>Beginning to understand others feelings and shows a caring attitude towards their peers</i></li> <li>• <i>Finds solutions to conflicts and rivalries. For example, accepting that not</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Understands the importance of being a good listener towards adults and peers.</i></li> <li>• <i>Plays and works well with others, being able to take turns and listen to others.</i></li> <li>• <i>Follows, understands, and respects the class boundaries the majority of the time and knows the reasons for having them.</i></li> <li>• <i>Forms positive relationships with adults and other children.</i></li> <li>• <i>Have confidence to try new activities.</i></li> <li>• <i>Understands which behaviours are acceptable and those that are not.</i></li> <li>• <i>Shows empathy towards fellow peers.</i></li> <li>• <i>Is able to self-regulate when in new and different situations.</i></li> <li>• <i>Shows perseverance and resilience in the face of challenge.</i></li> <li>• <i>Can manage their own basic hygiene and personal needs, including dressing and going to the toilet.</i></li> <li>• <i>Children see themselves as a valuable individual – child can confidently talk about their homelife, likes/dislikes and culture.</i></li> <li>• <i>Expresses their feelings and consider the feelings of others – for example using words such as – melancholy, excited, delighted, upset, embarrassed, outraged, determined, inspired,</i></li> </ul>

	<ul style="list-style-type: none"> <li>• Safely explore emotions beyond their normal range through play and stories.</li> <li>• Establish a sense of self and begin to gain an awareness of our school value of Willow Wellbeing.</li> <li>• Play with increasing confidence on their own and with other children because they know their key person is nearby and available</li> <li>• Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person</li> <li>• Develops friendships with other children</li> <li>• Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities and so on</li> </ul>	<p>everyone can be Spider-man in the game and suggesting other ideas</p> <ul style="list-style-type: none"> <li>• Develop appropriate ways of being assertive</li> <li>• Talk to others to solve conflicts</li> <li>• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and moderate their own feelings socially and emotionally</li> </ul>
<p><b>Desired End Point:</b></p>	<p>Children begin to have an awareness of the daily routine and class rules. Children are beginning to follow boundaries and showing effortful control with the support of their keyworker. Children are beginning to develop a sense of independence with their self-care. Children demonstrate friendly behaviour towards others e.g. sharing resources and turn taking, beginning to develop friendships and confidence during play.</p>	<p>Children have an awareness of the classroom rules and begin to demonstrate them. They are able to follow simple boundaries and are aware of the expectations of different parts of the daily routine. Children play cooperatively with other and begin to independently solve conflicts and can talk about their feelings with their peers. They begin to show sympathy towards others and show kindness and concern towards people who are important to them. Children can build friendships and become more confident in new social situations. Children develop a sense of a responsibility and community spirit.</p>	<p>Children can demonstrate self-regulation and show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Children can set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Children can 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. Children also understand the importance of listening. Children are confident to try new activities and show independence, resilience and perseverance in the face of challenge and can explain the reasons for rules, know right from wrong and try to behave accordingly. Children can manage their own basic hygiene and personal needs, including dressing, going to</p>

			<p>the toilet and understanding the importance of healthy food choices.</p> <p>Children can work and play cooperatively and take turns with others. Children can form positive attachments to adults and friendships with peers and show sensitivity to their own and to others' needs.</p> <p>Children also value themselves as an individual.</p>
<p><b>Progression into Year 1</b></p>	<ul style="list-style-type: none"> <li>• Children will use their prior knowledge and apply this in the following way:</li> </ul> <p>Our work in PSED prepares children to be good citizens that value themselves as an individual, show empathy and care towards others and are motivated learners that aspire to want to challenge themselves. We aim for children to demonstrate all of our Core Values in everything they do.</p> <p><b>PE</b></p> <ul style="list-style-type: none"> <li>- In Year 1 children are expected to demonstrate effective teamwork throughout their Team Games PE lessons. To prepare children for this we model and discuss 'teamwork' daily and reward children for demonstrating Teamwork by putting them on the rainbow as well as receiving 'Toby Teamwork certificates'.</li> </ul> <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>- In Year 1 children are expected to be able to take photos and record videos using the camera app, as well as be able to edit them, whilst adding voice overs and effects. To prepare children for this, in Reception, we celebrate children's achievements and outcomes by children taking photos of them.</li> </ul>		

# IMPLEMENTATION OF PHYSICAL DEVELOPMENT

Physical Development is implemented in a wide range of ways and these include:

- Activities that promote the development of fine and gross motor skills such as follow lines, washing the windows and daily interventions of Dough Disco (an interactive music program).
- Fine and gross motor skills develop incrementally and therefore at Eden Park we use a range of increasingly difficult ride-on equipment. In our Nurseries, children use three wheeled scooters, wheeled push-along, trikes and bikes with stabilisers and then progress onto balance bikes and two wheeled scooters in Reception. For progression in Reception, children are tasked with challenges such as going sensibly around corners and up hills. This progression gives children the opportunity to improve on their physical development, balance and core strength.
- Opportunities to enjoy a range of physical activities are on offer during continuous provision such as: aiming and firing water syringes, basketball, rolling balls and throwing beanbags in hoops,
- Structured physical development learning opportunities are also offered. In our Nurseries we take part in a range of weekly physical development sessions which include learning skills to strengthen our core muscles, shoulder joints, elbow pivots and wrist movements, as well as developing our hand eye coordination, spatial awareness and listening skills. Reception children also work with Torquay United where they enjoy professional PE coaching. In the Nurseries, they work with a specialist gymnast once a week.
- Rope swings, rope ladders, tyre swings, stepping-stones and further balancing opportunities are offered in Eden Explorers (our bespoke outdoor classroom).
- A progression of equipment is offered across the setting such as size and width of paint brushes. We also provide large vertical surfaces for younger children to draw and paint which helps to develop their upper arm muscles and elbow joints in order to have the skills needed to be ready to put pen and paper in Reception.
- Repeated and varied opportunities to work with small tools such as scissors, hammers, knives, tweezers, pegs, spades, scoops, pipettes and syringes allow children to develop control and confidence.
- There is an expectation that children will be able to peel and use the appropriate equipment such as knives and forks and jugs when enjoying their snack.

### **Statutory Educational Programme: *Physical Development***

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. 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.



<p><i>Italics denotes Eden Park 'sprinkles'. These are extra things that we do to enhance the curriculum.</i></p>	Tadpoles	Frogs	Reception
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• <i>Climbs well including using stairs independently</i></li> <li>• <i>Potty trained or shows an awareness of toileting needs</i></li> <li>• <i>Can run</i></li> <li>• <i>Can catch a large ball</i></li> <li>• <i>Can kick a large ball</i></li> <li>• <i>Spin, roll and independently use ropes and swings (for example, tyre swings)</i></li> <li>• <i>Beginning to use a tripod grip to make marks, copy pre-handwriting shapes, such as circles and lines</i></li> <li>• <i>Uses wheeled ride ons and three wheeled scooters</i></li> <li>• <i>Can spoon feed self successfully with limited spills</i></li> <li>• <i>Awareness of scissors and basic tool safety</i></li> <li>• <i>Develop manipulation and control</i></li> <li>• <i>Fit themselves into spaces, like tunnels, dens, and large boxes, and move around in them</i></li> <li>• <i>Begins to pour own drink from a lidded container</i></li> <li>• <i>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Go up steps and stairs, or climb up apparatus, using alternate feet.</i></li> <li>• <i>Can attend to all toileting needs independently</i></li> <li>• <i>Runs skilfully avoiding obstacles</i></li> <li>• <i>Can skip, hop, jump, slither, slide, shuffle and experiments with other ways of movement</i></li> <li>• <i>Plays ball games including using bats and hoops</i></li> <li>• <i>Holds a pencil correctly to form recognisable letters</i></li> <li>• <i>Begins to skilfully ride a scooter, trike and bike with stabilisers</i></li> <li>• <i>Pours own drink with accuracy from an open jug</i></li> <li>• <i>Uses scissors and other tools skilfully and safely</i></li> <li>• <i>Begins to use a knife and fork correctly</i></li> <li>• <i>Shows an awareness of sit 'write'</i></li> <li>• <i>Can dress independently including attempting to fasten zips, buttons, poppers</i></li> <li>• <i>Can cut up own fruit and open own packets and fruit such as bananas, crisps etc.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Develops skills they need to manage the school day e.g., lining up, queuing, and personal hygiene</i></li> <li>• <i>Becomes an expert in movement skills they have already acquired – rolling, crawling, running, jumping, hopping etc</i></li> <li>• <i>Can negotiate obstacles and space safely, while having consideration for themselves and others around them.</i></li> <li>• <i>Is able to use a tripod grip when writing to write words and form letters effectively.</i></li> <li>• <i>Can demonstrate strength, balance and coordination when playing.</i></li> <li>• <i>Uses a range of small tools competently, safely and confidently including scissors, paintbrushes and cutlery.</i></li> <li>• <i>Can combine their movements with ease and fluency.</i></li> <li>• <i>Develops control and grace when moving.</i></li> <li>• <i>Demonstrates core muscle strength to achieve a good posture when sitting on the carpet or at a table.</i></li> <li>• <i>Begins to show accuracy and care when drawing and colouring.</i></li> </ul>

	<ul style="list-style-type: none"> <li>• Shows an increasing desire to be independent, such as wanting to feed themselves and dress or undress</li> <li>• Can clap and stamp along to music</li> <li>• Build independently with a range of appropriate resources</li> <li>• <i>Use large-muscle movements to wave flags and streamers, paint and make marks, crossing the mid line of their bodies.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>• Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks</li> <li>• Make healthy choices about food, drink, activity and toothbrushing.</li> </ul>	<ul style="list-style-type: none"> <li>• Can talk about the different factors that support health and wellbeing for example, healthy eating, toothbrushing, being a safe pedestrian.</li> </ul>
<b>Desired End Point:</b>	<p>Children are able to explore their gross motor skills through large movements. They begin to independently use apparatus such as climbing frames and tyre swings. Children develop their fine motor skills, beginning to show control in manipulating tools, materials and media and having an awareness of holding their pencil in a tripod grip.</p>	<p>Children use other one-handed tools skilfully and safely to perform tasks. Children can use a pencil effectively using a tripod grip to form some familiar letters and can use their gross motor skills to support sitting correctly for performing fine motor activity. Children show control over their large movements such as skipping, hopping and dancing.</p>	<p>Children can negotiate space and obstacles safely, with consideration for themselves and others. Children can demonstrate strength, balance and coordination when playing and move energetically, such as running, jumping, dancing, hopping, skipping and climbing. In movements which the children have already acquired, they should become experts. Children can move with agility and grace and combine movements with fluency. Children can hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Children can use a range of small tools safely and confidently, including scissors, paint brushes and cutlery. Children begin to show accuracy and care when drawing.</p>

Children will use their prior knowledge and apply this in the following way:

**PE**

- In Year 1 children are expected to be able to become increasingly confident to apply the following skills when moving, joining in with team games, dancing, joining in with athletics. These include applying balance, dodging, agility. To prepare children for this in Year 1, children in Reception have weekly PE lessons which introduce these skills. They explore different ways of moving, experience bat and ball skills, explore movements in dance and athletics and begin to use these movements purposefully. Children are given daily opportunities to prepare them for these skills in Year 1 through their continuous provision. Children have access to bikes, scooters, stilts, bats and balls, hula hoops, cones, bean bags, different sizes balls.

**Art**

- In Year 1 children are expected to represent the world around them using different media with appropriate control. To prepare children for this, in Reception we have daily opportunities for children to develop their fine motor skills. These include mark making, clay, making patterns with peg boards and hamma beads, threading, sorting with tweezers, for example.

**Writing**

- In year 1, children are expected to form most letters correctly and relative in size. In Reception, children begin to prepare for this once they are able to form all of their letters correctly. Once children are able to do this, children are encouraged to sit the letters on the lines of their books and writing is modelled daily in RWInc.

# IMPLEMENTATION OF LITERACY

## **Phonics**

Phonics begins in our two-year old Nursery (Tadpoles) with Letters and Sounds activities; this prepares children well for reading and gives a gentle insight into the world of phonics. During their time in our three-year old Nursery (Frogs), children begin to use Read Write Inc which provides seamless transition into our Reception classes and Key Stage 1. In Reception, phonics is taught daily by a team of experienced practitioners. Children will also be immersed in phonics through the exemplary learning environments both inside and outside; activities are often offered to enrich their understanding.

## **Reading**

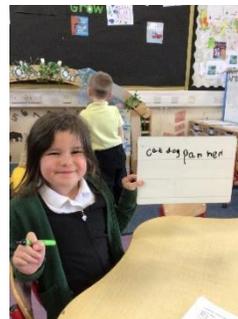
In our Nurseries, children have the opportunity to select books from our bespoke 'Library'. Guidance is given to families on how to share these books as well as some activities that could be considered. When children are ready, they are provided with a phonically decodable book, this is likely to be when children start in Reception. Children are expected to read their level specific RWInc book plus a book which is closely linked to the taught text. 'Books to share' are also provided as we wish to give children the aspiration to read more challenging texts. Incentives are offered to all EYFS children to promote reading at home; 'Book Quest' is an Eden Park initiative which celebrates and rewards reading outside of school. Reading is prioritised throughout the school and our Early Years team ignite this passion from an early age. Children listen to multiple stories each and every day. Books are carefully and purposefully chosen using a range of recommended texts; rich language, repeated refrains and plays on rhyme and alliteration provide a sharp focus. Books corners provide safe, cosy and calm spaces for children to relax and read in. We never tire of hearing stories being retold or acted out using props and other resources.

## **Writing**

In our Nurseries, children have a full range of mark making activities to choose from as well as opportunities to begin to write recognisable letters. In Reception, children enjoy a daily Read Write Inc lesson which includes a section which has a focus on writing. During this time, children will work with either the teacher or teaching assistant to develop their writing skills. Independent opportunities are given daily to mark make and write in our structured continuous provision through all of our classroom and garden areas. Staff model their expectation to children to ensure standards, when working independently, are high. All children within the Early Years have daily handwriting sessions using a programme called '*Letter Join*'. Letter Join is used daily after each Read Write Inc session for all children to practise handwriting. Targeted writing intervention is also offered twice daily.

**Statutory Educational Programme: Literacy**

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).



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<p><b>Literacy</b></p>	<ul style="list-style-type: none"> <li>• <i>Enjoys rhyming and alliteration games</i></li> <li>• <i>Can draw a recognisable face</i></li> <li>• <i>Joins in with well-known stories</i></li> <li>• <i>Shows an interest in books. Holding them carefully, showing an awareness of which way to hold a book and turn pages</i></li> <li>• <i>Begins to recognise own name and familiar logos</i></li> <li>• <i>Joins in with singing a few familiar songs, and enjoys singing whilst playing</i></li> <li>• <i>Enjoys drawing freely</i></li> <li>• <i>Makes marks on paper to represent objects such as their name or family members e.g. 'that says my name'</i></li> <li>• <i>Can name the pictures on the Read Write Inc. frieze frame cards e.g. mountain, apple</i></li> <li>• <i>Repeat words and phrases from familiar stories and rhymes.</i></li> <li>• <i>Ask questions about stories. Makes comments and shares their own ideas.</i></li> <li>• <i>Develop play around favourite stories using props</i></li> <li>• <i>Enjoy sharing books with an adult</i></li> <li>• <i>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo</i></li> <li>• <i>Have favourite books and seek them out, to share with an adult, another child, or to look at alone</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Has a good awareness of rhyme and alliteration e.g. finishes a rhyming string</i></li> <li>• <i>Adds details to drawings and can draw a recognisable person with a body</i></li> <li>• <i>Aware that text holds a meaning and in English goes from left to right, top to bottom.</i></li> <li>• <i>Engage in extended conversations about stories, learning new vocabulary.</i></li> <li>• <i>Can count or clap syllables in a word</i></li> <li>• <i>Can name the different parts of a book</i></li> <li>• <i>Can write all or some of their name</i></li> <li>• <i>Children begin to recognise the letters masdtingo and links the correct sounds</i></li> <li>• <i>Begins to hear and say initial sounds in words</i></li> <li>• <i>Begins to be able to hear the sounds in words and orally blend</i></li> <li>• <i>Retells well-known stories, including describing characters, and key events</i></li> <li>• <i>Recognises words, such as own name, logos, and letters in text</i></li> <li>• <i>Begins to write some letters accurately</i></li> <li>• <i>Can sing several nursery rhymes and songs</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Recognises and can say a sound for each letter in the alphabet and at least 10 digraphs, including ll, ff, ss.</i></li> <li>• <i>Can say and write the initial sound in words</i></li> <li>• <i>Can blend CVC, CCVC, CVCC words.</i></li> <li>• <i>Can hear the sounds in CVC words and spell them correctly.</i></li> <li>• <i>Can hear sounds in longer words and represent these with letters and/or digraphs.</i></li> <li>• <i>Can read some common exception words.</i></li> <li>• <i>Understands what has been read to them by retelling stories in their own words.</i></li> <li>• <i>Can predict key events in stories.</i></li> <li>• <i>Uses recently introduced vocabulary in their writing.</i></li> <li>• <i>Can read aloud simple sentences and books that are consistent with their phonic knowledge.</i></li> <li>• <i>Can write recognisable letters, most of which are correctly formed.</i></li> <li>• <i>Begins to recognise and write capital letters</i></li> <li>• <i>Can spell words by identifying sounds in them and representing the sounds with a letter or letters.</i></li> <li>• <i>Can hear the sounds in CVC words and orally blend and segment</i></li> </ul>

			<ul style="list-style-type: none"><li>• <i>Can hold a sentence in their head</i> <i>Uses set 1 digraphs in their writing</i></li><li>• <i>Uses set 2 digraphs in their writing</i></li><li>• <i>Can spell some common exception words correctly</i></li><li>• <i>Begins to attempt a sentence</i></li><li>• <i>Write a phonetically plausible simple sentence that can be read by themselves and others.</i></li><li>• <i>Children begin to use capital letters, and full stops.</i></li><li>• <i>Children use finger spaces between words when writing sentences.</i></li><li>• <i>Uses a tripod grip when writing to develop a handwriting style which is accurate and efficient</i></li><li>• <i>Begins to show accuracy and care when drawing and colouring.</i><ul style="list-style-type: none"><li>• <i>Begins to label with an initial sound or a single word</i></li><li>• <i>Begins to recognise relevant or personal capital letters, e.g. first letter of my name</i></li></ul></li></ul>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Desired End Point:</b></p>	<p>Children give meaning to the marks they make, such as drawing their name, objects, and a recognisable face. Children actively show an interest in books, holding them carefully, repeating words from familiar tales during play and asking questions about illustrations. Children show an awareness of text, recognising their name and other logos. Children enjoy joining in with singing, rhyming, and alliteration games and can distinguish between different sounds.</p>	<p>Children can write their own name and form recognisable letters. Children begin to hear initial sounds in words and are beginning to orally blend some words. Children can link some sounds to letters and shows an awareness that English is read from left to right and are aware that text holds a meaning. They can confidently join in and participate with rhyming and alliteration activities including continuing a rhyming string. Children develop a love of reading through being engaged in rich texts and can be involved with conversations about stories including characters and settings.</p>	<p>Children can read and understand simple sentences in a way which is consistent with their phonic knowledge. Children can confidently recognise sounds for each letter in the alphabet and 10 digraphs to allow them to decode regular words. Children can read some common irregular words. Children demonstrate understanding when talking to others about what they have read and retell stories themselves in their own words as well as predict what happens in different stories. Children can use and understand new vocabulary in different contexts. Children can confidently write simple sentences which can be read by themselves and others. They can confidently use their phonics knowledge to write phonetically plausible words as well as utilise and correctly spell some common irregular words. Children can consistently and accurately sit their letters on a line, use capital letters, finger spaces and full stops.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Progression into Year 1</b></p>	<p>Children will use their prior knowledge and apply this in the following way:</p> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>- In year 1 children are expected to be able to read 40+ phonemes. To prepare children for this in Reception children are expected to recognise at least all single phonemes as well as 10+ digraphs.</li> <li>- In year 1 children are expected to read accurately by blending sounds in unfamiliar words, some of which are polysyllabic. To prepare children for this, in Reception children are encouraged to read familiar polysyllabic words containing 1 familiar digraph.</li> <li>- In Year 1 children are expected to read words containing contractions such as 'I'll' and 'we'll'. To prepare children for this, in Reception, children are taught digraphs containing double letters such as 'll', as some of the digraphs we expect children to know before leaving Reception.</li> <li>- In Year 1, children are expected to read books aloud accurately. To prepare children for this, in Reception, children are taught to blend words using 'fred in your head' method which allows children to begin to read a sentence more fluently. Children are also encouraged to use their finger underneath each word to support their fluency.</li> </ul>		

- In Year 1, children are expected to read common exception words, noting unusual correspondents between spelling and sounds. To prepare children for this, in Reception, children are taught some common exception words which they use in their writing and recognise in the simple sentences they are reading.

#### Comprehension

- In Year 1 children are expected to appreciate rhymes and poems and be able to recite some by heart. To prepare children for this, in Reception and both nurseries children are exposed to rhymes and songs regularly. These are a mixture of traditional that the children are able to join in with as well as new rhymes and poetry which link with our learning experiences.
- In Year 1 children are expected to check that texts make sense to them as they read and assess their own writing. To prepare children for this, children have daily Read, Write, Inc phonics sessions which include questioning about the text and assessing our own writing. Children are encouraged to re-read their work daily in phonics when making CVC words with magnetic letters to ensure it makes sense.
- In Year 1 children are expected to explain their understanding of a text clearly of what has been read to them, as well as predicting what might happen. To prepare children for this, children in Reception are exposed to multiple texts a day. Children have many opportunities to discuss them during adult-led sessions after reading stores, during phonics and in 'Big Talk', as well as through activities which have been set up which link to specific texts. For example, recreating stories in the small world area and/or role play areas.

#### Writing

- In year 1 children are expected to spell words containing each of the 40+ phonemes already taught, as well as common exception words. To prepare children for this, children in Reception have many opportunities daily to write words containing sounds they have been taught. Children are exposed to some common exception words in their environment throughout continuous provision and are expected to recognise and write these during adult-initiated activities as well as beginning to write them independently.
- In Year 1 children are expected to use letter names. To prepare children for this, these are drip fed into our teaching once children are familiar and confident with phonemes later on in the year.
- In Year 1 children are expected to leave spaces between words, use connectives, punctuation and capital letters of names of people, places, days of the week. To prepare children for this, later in the year adults model sentences containing capital letters accurately and children know that at the start of their sentence they need a capital letter and end with a full stop. Capital letters are displayed next to the lower-case letters on phonics displays for children to refer to. Children are encouraged to use finger spaces as soon as they begin to attempt sentences, and this is modelled daily.
- In Year 1 children are expected to sequence sentences to form short narratives. To prepare children for this, children in Reception are encouraged to write sentences using their phonic knowledge that others and themselves can read. Sentence writing is modelled daily and there are lots of opportunities for writing in the continuous provision.

# IMPLEMENTATION OF MATHEMATICS

It is our intention that children develop firm mathematical foundations during their time in EYFS. In Reception we follow Power Maths and the NCETM Fluency Project provide support and guidance which we use when planning out learning zones and structured activities during continuous provision.

Continuous provision allows us to enrich children's mathematical experiences and understanding. Frequent and varied opportunities are planned for, which allow children to recap on prior learning or prepare them for the next stage in their mathematical journey. Children use continuous provision to master their understanding and deepen their mathematical skills. Staff spend time each half term touring the provision to ensure the learning environments are progressive in content, aspirational and assisting in delivering the EYFS curriculum.

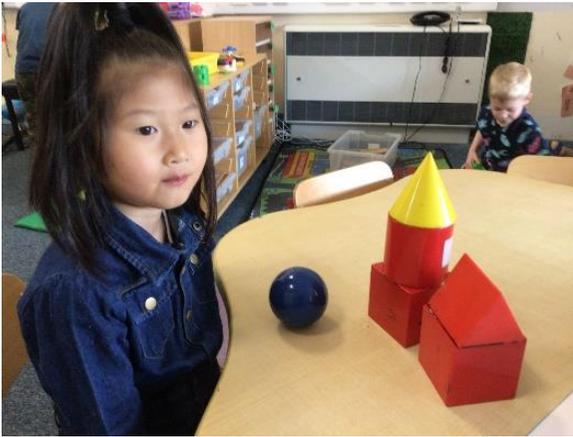
We have agreed an aspirational curriculum in mathematics which ensure our Nurseries assist Reception in their mission to create mini mathematicians that are confident and ready to access the Year 1 curriculum (and beyond!).

In Nursery, we have developed a program of learning for the teaching of Early Mathematics which ensures the children who attend our Nurseries have the prior knowledge they need to succeed in Reception.

In Reception, we use a scheme of work called Power Maths. This scheme is also used across the school and therefore provides a consistent structure, encourages the use of mathematical language, and has a progressive content. We aim to develop a deep understanding of the numbers to 10.

## **Statutory Educational Programme: *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 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.



<p><i>Italics denotes Eden Park 'sprinkles'. These are extra things that we do to enhance the curriculum.</i></p>	Tadpoles	Frogs	Reception
<p><b>Maths</b></p>	<ul style="list-style-type: none"> <li>• <i>Has an awareness of routines</i></li> <li>• Can take part in finger rhymes with numbers</li> <li>• <i>Can recite numbers in sequence up to 5</i></li> <li>• Can compare quantities, and begins to show an awareness in more/less</li> <li>• <i>Begins to spot amounts around the room, for example, 'there's two, I'm two'</i></li> <li>• <i>Begins to show an interest in counting objects</i></li> <li>• <i>Begins to recognise numerals 0-3</i></li> <li>• <i>Shows an interest in number</i></li> <li>• <i>Can count actions such as jumps, claps, hops</i></li> <li>• <i>Begins to sort various objects into categories such as shape, size, colours</i></li> <li>• <i>Uses the language of size, such as big, little, tiny, small, huge, tall</i></li> <li>• <i>Begins to represent number using their fingers</i></li> <li>• Spots different patterns in the environment such as stripes, polka dots, etc.</li> <li>• <i>Shows an interest in shape</i></li> </ul>	<ul style="list-style-type: none"> <li>• Talks about everyday routines using language such as first, then etc.</li> <li>• Can subitise to 3 (without counting)</li> <li>• <i>Can recite numbers 1-10 forwards and backwards</i></li> <li>• <i>Can count forwards to 20.</i></li> <li>• Compares quantities using language such as more, less, fewer, same</li> <li>• Describe a familiar route and locations, using words like 'in front of' and 'behind'.</li> <li>• <i>Orders numbers 0-5 forwards and backwards</i></li> <li>• <i>Counts out quantities to match numerals 0-5</i></li> <li>• Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>• Shows fingers to represent up to 5</li> <li>• <i>Compares height, length, weight, and capacity, uses language such as heavy, light, full, empty, tall, short</i></li> <li>• Explores 2D shapes and uses words to describe them such as pointy, round, sides, corners etc.</li> <li>• <i>Explores 3D shapes through building and making models.</i></li> <li>• <i>Recognises numerals 0-5</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Can subitise to 5 (without counting)</i></li> <li>• Can recite numbers up to and beyond 20, understanding the pattern used when counting.</li> <li>• <i>Recognises numerals to 20.</i></li> <li>• <i>Have a deep understanding of numbers to 10: one more/one less, what numbers are made up of, the 'threeness of 3', 'fourness of 4' etc.</i></li> <li>• <i>Compare quantities to 10, using greater/more than &amp; less/fewer than.</i></li> <li>• <i>Automatically recalls number bonds to 5, without rhymes, and begins to recall number bonds to 10.</i></li> <li>• <i>Uses resources to solve addition and subtraction number problems involving single numbers to 10.</i></li> <li>• <i>Explores patterns within numbers to 10 including odds and evens, halving, doubling and sharing.</i></li> <li>• <i>Can recognise and begin to name 2D &amp; 3D shapes.</i></li> <li>• <i>Uses language and resources to talk about size, weight, capacity, position, distance, time and money.</i></li> <li>• <i>Uses mathematical language to describe 2D and 3D shapes, including sides, corners, edges, faces.</i></li> </ul>

		<ul style="list-style-type: none"> <li>• Can copy and follow on an ABAB pattern, correcting errors in patterns</li> <li>• Says one number name for each item</li> <li>• Solves real world maths problems with numbers up to five</li> <li>• Experiments with symbols and marks as well as numerals</li> <li>• Understands positions through language alone, e.g. under, over, on top</li> <li>• Selects shapes appropriately to build and recreate models combining shapes to create new ones</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Recognises, creates and describes patterns such as AB &amp; ABC patterns.</i></li> <li>• <i>Understands the meaning of time and is able to use language such as, morning, afternoon, evening, first, then, now accurately, to begin sequencing events.</i></li> <li>• <i>Begins to explore different resources such as watch, clock, stopwatch and counting, to measure periods of time.</i></li> </ul>
<p><b>Desired End Point:</b></p>	<p>Children show an interest in shape, being able to sort objects by size, shape, and colour. Children can use the language of size and are beginning to show an interest in patterns. Children show an interest in number, recognising numerals to 3, reciting numbers to 5, counting actions, and representing amounts on their fingers. Children begin to spot and compare amounts in the environment.</p>	<p>Children uses their language to talk about everyday routines, and describe familiar routes and locations using prepositional language. Children explore 2D and 3D shapes. Children can select shapes to build and recreate models and patterns using language such as round and pointy to described shapes. Children enjoy solving maths problems and can recite numbers 1-10 forwards and backwards, recognising numerals 0-5 and being able to order these in sequence. Children can count objects to 5 matching the correct quantity and knowing the last number counted is the total amount. Children can recognise small quantities of objects without counting and can represent quantities on their fingers.</p>	<p>Children have a deep understanding of numbers to 10, including knowing number bonds to 5 and some number bonds to 10 and know the ‘threeness of three’ for example. Children can subitise to 5. Children can verbally count to and past 20, recognising the pattern of the counting system. Children can compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Children can explore and represent patterns within numbers to 10, including evens and odds, double facts and how quantities can be distributed equally. Children can add and subtract single digits. Children can confidently recognise and begin to name 2D and 3D shapes and use mathematical language to describe these. Children explore time as a concept and use different resources to measure periods of time as well as confidently use language to talk about time and sequence events. Children confidently use mathematical language to talk</p>

			about size, position, distance, length, weight, capacity, money.
<b>Progression into Year 1</b>	<ul style="list-style-type: none"> <li>• Children will use their prior knowledge and apply this in the following way:</li> <li>• In Year 1 children are expected to count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. To prepare children for this, in Reception we practise counting to 20 and beyond forwards and backwards and beginning with different numbers within 20.</li> <li>• In Year 1 children are expected to count, read and write numbers to 100 in numerals. To prepare for this, in Reception children gain a deep understanding of numbers to 10 as well as recognise numbers to 20 and count beyond 20.</li> <li>• In Year 1, when given a number, children are expected to identify one more and one less. To prepare for this, in Reception, children practise finding one more and one less than a number up to 10.</li> <li>• In Year 1, children are expected to identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. To prepare children for this, in Reception children represent numbers to 20 using different methods such as resources and pictures. Children also begin to practise mathematical comparisons such as more and fewer.</li> <li>• In Year 1 children are expected to read and write numbers from 1 to 20 in numerals and words. To prepare children for this, in Reception practise counting to 20 and beyond and being to recognise numbers to 20.</li>   <li>• In Year 1 children are expected to read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. To prepare for this, in Reception children are introduced to number sentences and practise reading and writing number sentences to show addition and subtraction within 10.</li> <li>• In Year 1 children are expected to represent and use number bonds and related subtraction facts within 20. To prepare for this, in Reception children recall number bonds to 5 and begin to recall number bonds to 10.</li> <li>• In Year 1 children are expected to add and subtract one-digit and two-digit numbers to 20, including zero. To prepare for this, in Reception children practise adding and subtracting single digits up to 10.</li> <li>• In Year 1 children are expected to solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations. To prepare for this, in Reception children solve addition and subtraction problems within 10 and practise using different resources such as concrete to help.</li> <li>• In Year 1 children are expected to recognise, find and name a half as one of two equal parts of an object, shape or quantity. To prepare for this, in Reception children begin to find half of shapes and numbers using concrete resources and the concept of sharing.</li> <li>• In Year 1 children are expected to compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half], mass/weight [for example, heavy/light, heavier than, lighter than], capacity and volume [for example, full/empty, more</li> </ul>		

than, less than, half, half full, quarter], time [for example, quicker, slower, earlier, later]. To prepare for this, in reception children begin to use mathematical language to describe and compare length, height, weight, capacity and time through exploration.

- In Year 1 children are expected to recognise and know the value of different denominations of coins and notes. To prepare for this, in Reception children are introduced to money/coins up to 20p and begin to use mathematical language to talk about money.
- In Year 1 children are expected to sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] To prepare for this, in Reception children begin to sequence their days and orally talk about when different events happen during the day.
- In Year 1 children are expected to recognise and use language relating to dates, including days of the week, weeks, months and years. To prepare for this, in Reception we use a calendar to talk about the day and month which we are in and the sequence of these.
- In Year 1 children are expected to recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. To prepare for this, in Reception children begin to use mathematical language to talk about shapes and the suitability of these for different uses such as building.
- In Year 1 children are expected to describe position, direction and movement. To prepare for this, in Reception children begin to use mathematical language to describe position such as on top of, behind, in front of, next to.
- In year 1, children are expected to be able to talk how they have solved a calculation, for example knowing that  $5+4=9$  because they know that double 5 is 10 and 4 is one less than 5 so it is 9 because 9 is one less than 10. In Reception, children explore doubles and number bonds to 10 through various resources such as numicon. Our Maths curriculum is heavily focussed on numbers to 10 to develop a deep understanding of those numbers to 10.

# IMPLEMENTATION OF EXPRESSIVE ARTS AND DESIGN

Children's artistic and cultural awareness is enhanced through the implementation of expressive arts and design. There are endless opportunities to explore this curriculum area across EYFS through our carefully planned continuous provision.

Children use a range of media; large scale art activities, whereby children are encouraged to use their whole body, are a real hit in our Tadpoles Nursery! Observational drawings are planned for and chalk, water colour paints, PVA glue, ICT, and poster paints are amongst the media used. Collaborative art projects are also enjoyed where oil pastels, cold glue guns and chalk pens are used.

We promote self-expression through our exploration of music. Children can always be heard in our EYFS playing a range of instruments and creating sounds. We sing, dance, perform shows, role-play, paint and draw.

## **Statutory Educational Programme: *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, 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.



<p><i>Italics denotes Eden Park 'sprinkles'. These are extra things that we do to enhance the curriculum.</i></p>	Tadpoles	Frogs	Reception
	<ul style="list-style-type: none"> <li>• <i>Explores joining methods such as glue sticks and tissue paper</i></li> <li>• Start to make marks intentionally.</li> <li>• Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</li> <li>• Enjoy and takes part in action songs, such as 'Twinkle, Twinkle Little Star' and other nursery rhymes and songs</li> <li>• Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make</li> <li>• Show attention to sounds and music.</li> <li>• Respond emotionally and physically to music when it changes.</li> <li>• Move and dance to music.</li> <li>• Anticipate phrases and actions in rhymes and songs, like 'Peepo'.</li> <li>• <i>Explore their voices and enjoy making sounds, e.g., exploring loud/quiet, fast/slow, high/low</i></li> <li>• Join in with songs and rhymes, making some sounds.</li> <li>• Make rhythmical and repetitive sounds.</li> <li>• Explore a range of sound makers and instruments and play them in different ways.</li> <li>• Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Join different materials and explore different textures for example PVA glue and tape for sticking scrap materials together</i></li> <li>• <i>Can sing a variety of songs from memory</i></li> <li>• Enjoys taking part in songs including those from different cultures and in different languages</li> <li>• Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li> <li>• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Refines previous knowledge on joining materials and artistic effects – cold glue guns, paper clips, split pins, &amp; hole punch with treasury tags.</i></li> <li>• Create collaboratively, sharing ideas, resources, and skills.</li> <li>• <i>Children to have an awareness and opportunities to explore different varieties of art – abstract, watercolours, 3D models.</i></li> <li>• <i>Through the exposure of a variety of music and dance children can listen attentively, move to and talk about music</i></li> <li>• Sing in a group or on their own and able to match pitch and melody.</li> <li>• Can develop storylines in their pretend play</li> <li>• Explore and engage in music making and dance performing solo or in groups.</li> </ul>

	<ul style="list-style-type: none"> <li>• Explore different materials, using all their senses to investigate them.</li> <li>• <i>Manipulate and play with different materials.</i></li> <li>• Use their imagination as they consider what they can do with different materials.</li> <li>• Make simple models which express their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Explore colour and colour mixing.</li> <li>• Show different emotions in their drawings – happiness, sadness, fear etc.</li> <li>• Listen with increased attention to sounds.</li> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> <li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>• Create their own songs, or improvise a song around one they know</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> </ul>	
<b>Desired End Point:</b>	<p>Children explore a range of media and materials using their senses and simple tools. Children enjoy expressing themselves through moving to music, exploring sounds, and taking part in action songs. Children begin to use their imagination during pretend play, using props to represent objects from their experience.</p>	<p>Children explore a range of media and materials and begin to experiment with different methods of joining and assembling. Children can use their imagination and draw upon their previous experiences in pretend play. Children enjoy making their own small worlds and sometimes relate these to areas from their own community. Children begin to show an awareness of tools and their purpose, using them to contrast with different materials and media. Children are able to play alongside others taking on different roles and discuss their feelings and emotions. Children enjoy taking part in dance and music activities. They</p>	<p>Children can safely and confidently use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function. Children can share their creations, explaining the process they have used. Children can make use of props and materials when role playing characters in narratives and stories. Children can also create together collaboratively and opportunities to explore different art. Children can invent, adapt, and recount narratives and stories with peers and their teacher. Children can sing a range of well-known nursery rhymes and songs and perform</p>

		<p>are able to sing a variety of songs using melodic tunes including making up their own songs.. Children begin to move rhythmically to music including music and songs from other cultures and languages.</p>	<p>songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music. Children can imaginatively develop storylines in their pretend play.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Progression into Year 1</p>	<p>Children will use their prior knowledge and apply this in the following way:</p> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>- In Year 1, children are expected to compose a short dance by linking movements. To prepare children for this in Year 1, children are given daily opportunities to explore movement and dance. Children are encouraged to do this through provision musical instruments and different costumes to enhance their performances.</li> </ul> <p><b>Design Technology</b></p> <ul style="list-style-type: none"> <li>- In Year 1, children are expected to build structures and explore how they can be made stronger and stiffer, for example. To prepare children for this in Year 1, children are encouraged to build using various construction materials as well as explore joins and assembling different materials using resources such as string, hole punches, staples etc.</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>- In Year 1, children are expected to learn how to play a musical instrument and begin to read music. To prepare for this, in Reception children are introduced to a variety of musical instruments, their names and how they are played. Children have many opportunities to explore these in adult-led sessions as well as through continuous provision and children are taught to follow a beat using instruments.</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>- In Year 1, children are expected to know how much water to use, when to change the water and know when the brush needs water to create different effects when using water colours. To prepare children for this, in reception children have opportunities to explore water colours and begin to explore the need for water whilst using them.</li> </ul>		

# IMPLEMENTATION OF UNDERSTANDING THE WORLD

We provide an abundance of opportunities to ensure children can make sense of the physical world, as well as our community in Brixham. To help understand the world we offer visits to the farm, the local beach, the Fire Station, parks, Post Office, St Mary's Church and Brixham Library. We also welcome visitors into school and have enjoyed hearing from the Police, Ambulance service and a dentist.

We help children to understand cultural diversity in many ways. We use carefully selected texts to discuss the similarities and differences to how we live and where we live. We share with children video clips of cultural festivals and enjoy listening to different musical genres. We learn dances, taste food and try on clothes from other cultures.

We always encourage the children at Eden Park to consider how they can help our community; for example litter picking, encouraging children to take part in beach cleans and writing letters help us to learn more about the world around us.

Through carefully selected texts we teach children about how to protect the world. We use stories to encourage reflection and spend time discussing consequences to actions. Our Nurseries use stories to discuss litter and the impact that this has on animal habitats. Reception discuss plastic pollution during their learning experience 'Superheroes and Everyday Heroes'.

We sprinkle awe and wonder into the curriculum wherever possible; for example, pond dipping and bug hunts as well as time spent learning about different cultures and religions help us to show children about the wonderful world that we live in.

Children in our EYFS are also encouraged to participate in our '50 Things to do in the Early Years' – these experiences help children to explore the world in different ways.

**Statutory Educational Programme: *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.



<i>Italics denotes Eden Park 'sprinkles'. These are extra things that we do to enhance the curriculum.</i>	Tadpoles	Frogs	Reception
<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>• <i>Explore materials with different properties using their senses</i></li> <li>• Explore natural materials, indoors and outside, <i>e.g. wet sand, water, bark, soil</i></li> <li>• Explore and respond to different natural phenomena in their setting and on trips <i>e.g. splashing in puddles, looking for minibeasts, standing in the rain</i></li> <li>• Make connections between the features of their family and other families</li> <li>• Notice differences between people</li> </ul>	<ul style="list-style-type: none"> <li>• Explore collections of materials with similar and/or different properties.</li> <li>• Use all their senses in hands on exploration of natural materials.</li> <li>• Talk about what they see, using a wide vocabulary, <i>e.g. 'this feels rough' 'the leaves are crunchy'</i></li> <li>• Begin to make sense of their own life-story and family's history.</li> <li>• Show interest in different occupations.</li> <li>• Investigate and explore how things work</li> <li>• Plant seeds and care for growing plants.</li> <li>• Understand the key features of the life cycle of a plant and an animal.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things</li> <li>• Explore and talk about different forces they can feel, <i>e.g. magnetic attraction and repulsion</i></li> <li>• Continue developing positive attitudes about the differences between people.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Talk confidently to adults and peers about their family and local community.</i></li> <li>• <i>Can talk about people who are familiar to them e.g. police, doctors, teachers etc.</i></li> <li>• <i>Can notice and comment on similarities and differences between things in the past and now e.g. looking at where they live, their school, local transport compared to what they looked like 50 years ago.</i></li> <li>• <i>Understands historical importance by having hands on experiences e.g. looking at old toys versus new ones.</i></li> <li>• Understands the past through settings, characters and events from books read in class and storytelling.</li> <li>• Can draw information from a simple map.</li> <li>• Understands similarities and differences between different religious and cultural communities within this country <i>e.g. visiting places of worship, and inviting religious figures in to the school.</i></li> </ul>

		<ul style="list-style-type: none"> <li>• Talk about the differences between materials and changes they notice <i>e.g. making paper, taking part in cooking activities, observing melting ice</i></li> </ul>	<ul style="list-style-type: none"> <li>• Can explain similarities and differences between life in this country and life in other countries.</li> <li>• <i>Explores the natural world around them, making observations and drawing pictures of animals and plants.</i></li> <li>• <i>Understands how to care for the natural world.</i></li> <li>• Understands the effect of changing seasons.</li> <li>• Daily weather conversations and comparisons from yesterday and predictions for tomorrow's weather.</li> </ul>
<b>Desired end point</b>	<p>Children begin to notice similarities and differences showing an awareness of their family and families. Children can talk about objects they have observed in their natural environment. Children enjoy exploring a range of experiences outdoors and begin to show an awareness of the natural world around them.</p>	<ul style="list-style-type: none"> <li>• Children explore natural materials and the world around them using their senses and can describe what they see. Children have an awareness of their family history, local community, and the world around them. Children enjoy exploring cause and effect through hands on experiences and can talk about the differences and changes they observe to materials. Children understand growth and decay, and can talk about life cycles, and living things in their environment taking part in activities such as caring for plants and animals. Children can talk positively about others similarities and differences.</li> </ul>	<p>Children can talk about the lives of the people around them and their roles in society and know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. They can understand the past through settings, characters and events encountered in books read in class and storytelling. Children can describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. They will 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. Children can 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>Children can explore the natural world around them, making observations and drawing pictures of animals and plants. Children will 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. Children can understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Progression into Year 1</b></p>	<p>Children will use their prior knowledge and apply this in the following way:</p> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>In Year 1, children are expected to know the four seasons and the weather associated with these. To prepare for this, in Reception we talk about weather in the moment and vocabulary associated with the weather contextually whilst completing our morning routine.</li> <li>In Year 1, children are expected to locate their town on a map and talk about key geographical features. To prepare for this, in Reception we discuss our local area of Brixham from a children’s perspective of their favourite, familiar or recognisable places. Children have the chance to talk about their favourite days out in Brixham. Children in Reception have access to maps and globes in order to explore, comment and ask questions which prepares children in Year 1 for understanding how maps represent locations.</li> </ul> <p><b>Science</b></p> <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>In Year 1, children are expected to identify and describe the basic structure of a variety of common flowering plants including trees. In Reception, children learn to name different parts of a common plant such as a sunflower. The vocabulary they use to name is leaf, petal, stem and roots.</li> <li>In Year 1, children are expected to identify and name a variety of common, wild and garden plants including deciduous and evergreen trees. In Reception, children are encouraged to describe and comment on plants they have seen whilst outside and changes.</li> <li>In Year 1, children are expected to name and identify a variety of common animals including fish, amphibians, reptiles, birds and mammals. To prepare them for this, in Reception the children discuss animals in their immediate environment.</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>In year 1 children are expected to distinguish between objects based on the materials they are made from, as well as identify and name materials and describe their properties. In Reception we prepare children for this throughout planned continuous provision activities which promote curiosity, questioning and problem solving. These involve floating and sinking with different objects and materials.</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>In Year 1, children are expected to know the story of the Gun Powder Plot, including the involvement of Guy Fawkes. To prepare the children for this in Reception, we talk about our observations of fireworks.</li> </ul> <p><b>Spanish</b></p>		

- At Eden Park, children in Year 1 are expected to perform rhymes and sing songs in Spanish, remember a sequence of spoken words in Spanish, show understanding and write some single words from memory. In preparation for this, in Reception we introduce simple daily phrases such as 'hello', 'goodbye', 'how are you?', 'good', 'bad', 'my name is', 'what is your name'.

# EXPERIENCES IN THE EARLY YEARS

Throughout the academic year we will be providing the children in Eden Park Early Years with quality hands on learning experiences; with the intent to broaden the children's vocabulary, consolidate previously learnt knowledge & skills, ignite a passion for learning, and providing lightbulb moments. These experiences are linked to the texts we teach, local events, religious and cultural festivals, and our community. We hope to ensure that the children in our care are self-motivated, eager learners, who are integral to society and have a good awareness of the British Values and our school values.

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| <ul style="list-style-type: none"><li>• Learning many phrases in different languages such as Spanish</li><li>• Planting our own vegetables, including broad beans, cress, and sunflowers.</li><li>• Making bread, sandwiches, cakes, soup, porridge, gingerbread men</li><li>• Exploring real fish from the local fishing quay, learning all about our community.</li><li>• Visiting the local harbour and the lifeboat</li><li>• Learning about how caterpillars grow and evolve by caring for live caterpillars.</li><li>• Learning all about different parts of our world and making links with other schools</li><li>• Exploring our community and other places in the worlds using Google Maps and Virtual Reality</li><li>• Visiting our local shop to purchase stamps for posting letters.</li><li>• Weekly 'Forest School' sessions in our onsite wildlife area, including activities such as pond dipping, bug hunts, blackberry picking and writing with feather quills, baking apples, and bird watching.</li><li>• Learning about how to protect our planet by taking part in litter picking in our school grounds.</li><li>• Taking part in the school wide Sports Day</li><li>• Visiting the farm</li></ul> | <ul style="list-style-type: none"><li>• Visiting our local church</li><li>• Take part in several cultural and religious festivals including making a cultural feast</li><li>• Observe the lifecycle of a frog by visiting our onsite pond and collecting tadpoles to observe</li><li>• Making our own story books</li><li>• Go camping</li><li>• Perform a show on stage</li><li>• Visit our local library for story sessions</li><li>• Make a collaborative art masterpiece</li><li>• Learning all about the people who help us with visits from the fire engine, police, ambulance, dentist, and taking a visit to the local fire station</li><li>• Visiting the beach</li><li>• Learning how to be an integral part of the community by washing cars, cleaning the dishes.</li><li>• Taking part in puddle jumping and welly walks</li><li>• Flying a kite</li></ul> |
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## Eden Park Early Years Curriculum Broken into National Curriculum Subjects

### Science

Tadpoles	Frogs	Reception	Year 1
<ul style="list-style-type: none"> <li>• Explore materials with different properties using their senses</li> <li>• Explore natural materials, indoors and outside, e.g., wet sand, water, bark, soil</li> <li>• Explore and respond to different natural phenomena in their setting and on trips e.g., splashing in puddles, looking for minibeasts, standing in the rain.</li> </ul> <p>Explore different materials, using all their senses to investigate them.</p> <p><i>Manipulate and play with different materials.</i></p> <p><i>Begin to understand where animals live. E.g.- pond dipping. Opportunities to discuss pond safety etc.</i></p> <p><i>Starting to observe change in materials. E.g.- making playdough, mixing cornflour and water, adding bubbles to water.</i></p> <p><u>Specific Content</u></p>	<p>Explore collections of materials with similar and/or different properties.</p> <p>Use all their senses in hands on exploration of natural materials.</p> <p>Investigate and explore how things work</p> <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things</p> <p>Explore and talk about different forces they can feel, e.g. magnetic attraction and repulsion</p> <p>Talk about the differences between materials and changes they notice e.g. making paper, taking part in cooking activities, observing melting ice</p> <p><u>Specific Content</u></p>	<p><i>Explores the natural world around them, making observations and drawing pictures of animals and plants.</i></p> <p><i>Understands how to care for the natural world.</i></p> <p><u>Specific Content</u></p> <ul style="list-style-type: none"> <li>• Learning about the life cycle of a frog by looking at tadpoles (in a tank) and pictures of a frog. Writing about the differences seen.</li> <li>• Looking and different vegetables, discussing and commenting on the differences and describing/writing these.</li> <li>• Planting seeds and experimenting with these, putting one in a cupboard, one in the sunlight, one in the shade.</li> <li>• Experimenting with scientific skills and investigation through the provision. Experimenting in the water and sand area with size, weight, capacity. Investigating in the investigation station about</li> </ul>	<p><u>Plants</u></p> <p>In Year 1, children are expected to identify and describe the basic structure of a <b>variety</b> of common flowering plants including trees. In Reception, children learn to name different parts of a common plant such as a sunflower. The vocabulary they use to name is leaf, petal, stem and roots. In Year 1, children are expected to identify and name a variety of common, wild and garden plants including deciduous and evergreen trees.</p> <p><u>Animals and humans</u></p> <p>In Year 1, children are expected to name and identify a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p><u>Materials</u></p> <p>In year 1 children are expected to distinguish between objects based on the materials they are made from, as well as identify and name materials and describe their properties.</p>

<p>-Learning about pond safety and exploring pond life in a clear container safely. Ask questions such as, what do they look like, what might they eat?</p> <p>-Observing ice melting, freezing animals.</p> <p>-Watering and planting flowers.</p> <p>-Cornflour and water- watching the substance change.</p>	<p>-Children take part in pond dipping- learning about what creatures might live in the pond</p> <p>-Children mix media such as shredded paper and water to make recycled paper, making bread and soup</p> <p>-Watching caterpillars grow from tiny creatures to cocoons and then into butterflies</p> <p>-Looking at growth and decay by watching potatoes decay and sprout seedlings, then planting these and watching them grow</p> <p>-Exploration of magnets in the provision, looking closely at North and South poles and the effect this can have with moving objects</p> <p>-Weekly Forest School sessions linked to the story topic. Learning the basic Forest School rules</p>	<p>nature, using magnifying glasses,</p> <p><u>Specific vocabulary</u></p> <ul style="list-style-type: none"> <li>• Life cycle</li> <li>• Tadpole</li> <li>• Growth</li> <li>• Growing</li> <li>• Grown</li> <li>• Frog</li> <li>• Froglet</li> <li>• Webbed</li> <li>• Garden</li> <li>• Vegetables</li> <li>• Plant</li> <li>• Stem</li> <li>• Petal</li> <li>• Leaf</li> <li>• Root</li> </ul>	
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## History

Tadpoles	Frogs	Reception	Year 1
<ul style="list-style-type: none"> <li>• Make connections between the features of their family and other families</li> <li>• Notice differences between people</li> <li>• Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities and so on.</li> </ul> <p>Specific content-</p> <ul style="list-style-type: none"> <li>• Making firework pictures, talking about what we have observed. Watch a firework display on youtube.</li> <li>• Make Poppy pictures for remembrance day.</li> <li>• Display family pictures and encourage the children to find their own pictures and name family members.</li> </ul>	<p>Begin to make sense of their own life-story and family's history.</p> <p><u>Specific Content</u></p> <ul style="list-style-type: none"> <li>-Through our all about me topic the children about their family, bringing in photos of their family and creating a family display.</li> <li>-We look discuss what other families look like and how this differs from our own family</li> <li>-We look at how we differ from one another through creating self portraits</li> </ul>	<p><i>Can notice and comment on similarities and differences between things in the past and now e.g. looking at where they live, their school, local transport compared to what they looked like 50 years ago.</i></p> <p><i>Understands historical importance by having hands on experiences e.g. visiting the museum, Golden Hind.</i></p> <p>Understands the past through settings, characters and events from books read in class and storytelling.</p> <p><i>I can recall and sequence some of my daily activities</i></p> <p><u>Specific Content</u></p> <ul style="list-style-type: none"> <li>• Learning about toys from the present and past through books and pictures. Using these to notice and comment on similarities and differences and create our own class non-fiction page about these differences.</li> <li>• Learning about old cars/castles/clothes etc using 'You Choose' and comparing similarities and</li> </ul>	<p>In Year 1, children are expected to know the story of the Gun Powder Plot, including the involvement of Guy Fawkes. To prepare the children for this in Reception, we talk about our observations of fireworks.</p>

		<p>differences between these to write down our choices.</p> <ul style="list-style-type: none"><li>• Learning about bonfire night through big talk discussion. Writing sentences about fireworks.</li><li>• Remembrance Day learning, discussion about the day and making poppies to wear.</li><li>• Looking at our baby photos and us now to compare and talk about similarities and differences.</li></ul> <p><u>Specific vocabulary</u></p> <ul style="list-style-type: none"><li>• Guy Fawkes</li><li>• Gunpowder plot</li><li>• Fireworks</li><li>• Government</li></ul>	
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## Geography

Tadpoles	Frogs	Reception	Year 1
<ul style="list-style-type: none"> <li>• Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person</li> <li>• Learning what the weather is and has awareness of different weather such as sunny, raining, cloudy</li> <li>• Notices detailed features of objects in their environment, e.g. tree, sky, cloud.</li> </ul>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</p>	<p>Can draw information from a simple map.</p> <p>Can explain similarities and differences between life in this country and life in other countries.</p> <p><i>Explores the natural world around them, making observations and drawing pictures of animals and plants.</i></p> <p><i>Understands how to care for the natural world.</i></p> <p>Understands the effect of changing seasons</p> <p>Daily weather conversations and comparisons from yesterday and predictions for tomorrow's weather.</p>	<p>Children are expected to know the four seasons and record a weekly weather chart.</p> <p>In Year 1, children are expected to locate their town on a map and talk about key geographical features.</p>
<p><u>Specific content</u></p> <ul style="list-style-type: none"> <li>• Checking the weather by looking through the window. Model language such as, windy, sunny, raining, snowing.</li> <li>• We're going on a bear hunt, talking about the environment and looking at a simple story map.</li> </ul>	<p><u>Specific Content</u></p> <p>-Children take part in daily discussions about the weather. We sing songs about the weather and the children are encouraged to discuss which weather they like or do not like.</p> <p>-We use Google Maps to find the children's houses and compare where everyone lives</p>	<p><u>Specific Content</u></p> <ul style="list-style-type: none"> <li>- Checking the weather and making predictions daily.</li> <li>- Exploring recognisable features of Brixham on a map using Google Maps as well as an aerial map.</li> <li>- Conversations around images of different locations in Big Talk. E.g. exploring the Antarctic when reading Puffin Peter. Making</li> </ul>	

<ul style="list-style-type: none"> <li>• Look at pictures of houses and start to explore where we live.</li> </ul>	<p>-We use maps of the Three Little Bears house and Goldilocks cottage and talk about the places on the map such as over the bridge, around the tree, through the forest</p>	<p>predictions how it might be like to live there.</p> <p><u>Specific vocabulary</u></p> <ul style="list-style-type: none"> <li>• Settings</li> <li>• Place</li> <li>• Weather</li> <li>• World</li> <li>• Plastic</li> <li>• Pollution</li> <li>• Responsibility</li> <li>• Biodegrade</li> <li>• City</li> <li>• Antarctic</li> <li>• Africa</li> <li>• Savannah</li> <li>• Ocean</li> </ul>	
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## Art

Tadpoles	Frogs	Reception	Year 1
<p><i>Explores joining methods such as glue sticks and tissue paper</i></p> <p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p><u>Specific content</u></p> <ul style="list-style-type: none"> <li>-Giving meaning to the marks they make using chinks, paints, pencils etc.</li> <li>-Using glue sticks, glue spreaders and tape as a joining method.</li> <li>-Making marks in flour, salt etc.</li> <li>-Malleable play.</li> </ul>	<p>Join different materials and explore different textures for example PVA glue and tape for sticking scrap materials together</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Explore colour and colour mixing.</p> <p>Show different emotions in their drawings – happiness, sadness, fear etc.</p> <p><u>Specific Content</u></p> <ul style="list-style-type: none"> <li>-Children use simple poster paints and brushes to create a self portrait</li> <li>-Children explore colour mixing by freely combining paints to create different effects and shades and also using the salad spinners</li> <li>-Children use tape dispenser to encourage independent creativity</li> <li>-Children are taught how to effectively use and hold scissors in our Scissor school sessions</li> <li>-Children develop their drawing skills through using a range of media including crayons, pencils, felt pens, and other media. They are also enjoy using stencils and</li> </ul>	<p><i>Refines previous knowledge on joining materials and artistic effects – cold glue guns, paper clips, split pins, &amp; hole punch with treasury tags.</i></p> <p>Create collaboratively, sharing ideas, resources, and skills.</p> <p><i>Children to have an awareness and opportunities to explore different varieties of art – abstract, watercolours, 3D models.</i></p> <p><i>Through the exposure of a variety of music and dance children can listen attentively, move to and talk about music</i></p> <p>Sing in a group or on their own and able to match pitch and melody.</p> <p>Can develop storylines in their pretend play</p> <p>Explore and engage in music making and dance performing solo or in groups.</p> <p><u>Specific Content:</u></p> <ul style="list-style-type: none"> <li>✓ Children use malleable resources to explore and create</li> </ul>	<p>In Year 1 children are expected to be able to stay neatly in the lines when painting. To prepare children for this, in Reception we have daily opportunities for children to develop their fine motor skills. These include playdough, making patterns with peg boards and hamma beads, threading, sorting with tweezers, for example.</p>

	<p>completing observational drawings of themselves and their family members</p>	<p>✓ Children explore a range of media to create items to use in their role play e.g. playdough, buns, cakes, biscuits for shop, junk materials for sandwiches, burgers, meals for the café</p> <p>- Children access a range of resources during continuous provision and are modelled key skills such as hole punching, assembling etc.</p> <p>- See above</p> <p><u>Specific vocabulary</u></p> <ul style="list-style-type: none"> <li>• Create</li> <li>• Imagine</li> <li>• Join</li> <li>• Glue</li> <li>• Paint</li> <li>• Draw</li> </ul>	
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## Music

Tadpoles	Frogs	Reception	Year 1
<p>Enjoy and takes part in action songs, such as 'Twinkle, Twinkle Little Star' and other nursery rhymes and songs</p> <p>Show attention to sounds and music.</p> <p>Respond emotionally and physically to music when it changes.</p> <p>Move and dance to music</p> <p><i>Explore their voices and enjoy making sounds, e.g., exploring loud/quiet, fast/slow, high/low</i></p> <p>Join in with songs and rhymes, making some sounds.</p> <p>Explore a range of sound makers and instruments and play them in different way</p> <p><u>Specific content</u></p> <ul style="list-style-type: none"> <li>• Singing the good morning song daily.</li> <li>• Exploring the sing it bag.</li> <li>• Exploring musical instruments as part of letters and sounds.</li> <li>• Copying actions from nursery rhymes and dancing to music.</li> </ul>	<p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p><u>Specific Content</u></p> <p>-Children take part in music sessions including rhythm games with claves.</p> <p>-Children take part in daily singing session, concentrating on a number of Nursery Rhymes which children can repeat and recall</p> <p>-Children have musical instruments in the provisions and a stage with a speaker which they use to create</p>	<p><i>Through the exposure of a variety of music and dance children can listen attentively, move to and talk about music.</i></p> <p>Sing in a group or on their own and able to match pitch and melody.</p> <p>Explore and engage in music making and dance performing solo or in groups.</p> <p><u>Specific Content</u></p> <p>- YR children learn songs, actions and lines to perform a Nativity to perform.</p> <p><u>Specific vocabulary</u></p> <ul style="list-style-type: none"> <li>• Loud</li> <li>• Quiet</li> <li>• Speed</li> <li>• Slow</li> <li>• Fast</li> <li>• Clap</li> <li>• In time</li> <li>• Pitch</li> <li>• Tempo</li> <li>• Beat</li> </ul>	<p>In Year 1, children are expected to learn how to play a musical instrument and begin to read music. To prepare for this, in Reception children are introduced to a variety of musical instruments, their names and how they are played. Children have many opportunities to explore these in adult-led sessions as well as through continuous provision and children are taught to follow a beat using instruments.</p>

	<p>their own music and sing their own songs</p> <ul style="list-style-type: none"><li>-Children learn how to move their body to music rhythmically and enjoy listening to a range of music from different cultures such as Chinese New Year and Diwali celebrations</li><li>-Through adults modelling how to sing in different tones and using different genres including opera and rap they learn how to copy the melody and pitch</li></ul>		
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## Computing

Tadpoles	Frogs	Reception	Year 1
<p>• Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times</p> <p>• Shows interest in toys with buttons, flaps and simple mechanisms and begins to learn to operate them</p> <p>Seeks to acquire basic skills in turning on and operating some digital equipment</p> <p><u>Specific content</u></p> <ul style="list-style-type: none"> <li>• Use the big white board to play games such as shape monsters.</li> <li>• Explore birds nests on the ipads in the bird den area.</li> <li>• Start to play games on the desktop computer and ipad.</li> <li>• Explore the sensory board, opening latches and turning keys.</li> </ul>	<p>Knows how to operate simple equipment e.g. turns on CD player, uses a remote control, can navigate touch capable technology with support</p> <p>Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets</p> <p>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images</p> <p>Knows that information can be retrieved from digital devices and the internet</p> <p><u>Specific Content</u></p> <ul style="list-style-type: none"> <li>-Children use ICT tools such as a blender when we make pumpkin soup, and beebots to cross the map to Goldilocks house</li> <li>-Children explore how to take photographs of themselves using the ipad</li> <li>-Children play games on the ipad, IWB and desktop computer, including Top Marks maths apps.</li> <li>-The children use USB microscopes to look at the growth of our caterpillars and closely at our teeth</li> </ul>	<p>Completes a simple program on electronic devices</p> <p>Uses ICT hardware to interact with age-appropriate computer software</p> <p>Can create content such as a video recording, stories, and/or draw a picture on screen</p> <p>Can use the internet with adult supervision to find and retrieve information of interest to them</p> <p>Discuss with a peer how to use a device.</p> <p>Explore a range of technology both functioning and broken.</p> <p><u>Specific content</u></p> <ul style="list-style-type: none"> <li>• Using specific apps for phonics and maths learning.</li> <li>• Take photos on the ipad to celebrate learning.</li> <li>• Use QR codes independently to access learning.</li> <li>• With support, analyse how to fix a technological problem.</li> <li>• Explain how they were successful with a piece of technology.</li> <li>• Begins to develop an awareness of internet safety.</li> </ul> <p><u>Specific vocabulary</u></p> <ul style="list-style-type: none"> <li>• Computer</li> </ul>	<p>In Year 1 children are expected to be able to take photos and record videos using the camera app, as well as be able to edit them, whilst adding voice overs and effects. To prepare children for this, in Reception, we celebrate children’s achievements and outcomes by children taking photos of them.</p>

		<ul style="list-style-type: none"> <li>• Mouse</li> <li>• Ipad</li> <li>• Interactive</li> </ul>	
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## Design Technology

Tadpoles	Frogs	Reception	Year 1
<p>Make simple models which express their ideas</p> <p>Use their imagination as they consider what they can do with different materials</p> <p><u>Specific content</u></p> <ul style="list-style-type: none"> <li>• Junk modelling, creating simple objects using tubes and boxes.</li> <li>• Using large boxes to create houses, rockets and cars.</li> </ul>	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p><u>Specific Content</u></p> <p>-Children explore a range of methods for joining and assembling materials together, this includes tape, folding methods when making paper aeroplanes and PVA glue</p> <p>-Children use a range of objects to create 3d shapes and structures including magnetic shape tiles, duplo, and the train track</p> <p>-Children also mould using playdough and clay to create different objects such as the Bog Baby and a diva lamp for Diwali</p>	<p><i>Refines previous knowledge on joining materials and artistic effects – cold glue guns, paper clips, split pins, &amp; hole punch with treasury tags.</i></p> <p><u>Specific Content</u></p> <ul style="list-style-type: none"> <li>- Children make story boxes to share with peers to represent their own stories they have created. These include backgrounds and characters.</li> <li>- See above</li> <li>- Design models for a purpose</li> <li>- Offering explanations for why things their creation is successful or not.</li> </ul> <p><u>Specific vocabulary</u></p> <ul style="list-style-type: none"> <li>- Design</li> <li>- Make</li> <li>- Split pins</li> <li>- Glue guns</li> <li>- Paper clips</li> <li>- Hole punch</li> </ul>	<p>In Year 1, children are expected to build structures and explore how they can be made stronger and stiffer, for example. To prepare children for this in Year 1, children are encouraged to build using various construction materials as well as explore joins and assembling different materials using resources such as string, hole punches, staples etc.</p>

## Religious Education

Tadpoles	Frogs	Reception	Year 1
<p>Has a sense of own immediate family and relations and pets. In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird Beginning to have their own friends Learns that they have similarities and differences that connect them to, and distinguish them from others</p> <p><u>Specific content</u></p> <p><u>Christmas</u> Discuss family Christmas celebrations, singing simple Christmas songs and introduce role play/small world with baby Jesus.</p> <p><u>Diwali</u> Creating playdough Diwali candle holders. Talk about the festival of lights and explore using torches and lights in the sensory room.</p> <p><u>Easter</u> Create easter cards, read stories around Easter and begin to discuss how the egg represents new life eg- eggs hatching.</p>	<p>Enjoys joining in with family customs and routines Recognises and describes special times or events for family or friends Shows an interest in different ways of life Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</p> <p><u>Specific Content</u></p> <p><u>Christmas</u> Adults to read stories around the nativity and add a wooden nativity set to the small world area with books to begin to recreate stories.</p> <p><u>Diwali</u> Celebration of light! Explore lots of different lights eg, creating firework pictures, Diwali lamps with added detail such as sequins and glitter.</p> <p><u>Easter</u> Read the Easter story to the children and explore why we celebrate. Discuss new life in more detail, such as new babies, which animals hatch from an egg.</p>	<p>Understands similarities and differences between different religious and cultural communities within this country e.g. visiting places of worship. Knows that other children do not always enjoy the same things, and is sensitive to this</p> <p><u>Specific content</u></p> <p>-Children can talk about who they are in the all about me topic. -Talk about places which are special to us during the get set grow topic and Brixham and Beyond. -Children can talk about what times/stories are special and why during our Brixham and Beyond topic.</p> <p><u>Christmas</u> Children learn the nativity story and the reason why we celebrate Christmas.</p> <p><u>Diwali</u> Children read and learn the story of Rama and Sita. Children make diva lamps independently and write instructions for how they make them.</p>	<p>In Year One, the children learn what it means to be part of a faith community. Delving closer into religion and faith, learning what it means to be a Christian and all about the Jewish faith. The children will explore how to care for the world and others.</p>

		<p><u>Easter</u> Children can talk about why is Easter special to Christians and why it is celebrated.</p> <p><u>Specific vocabulary</u></p> <ul style="list-style-type: none"><li>• Religion</li><li>• Celebration</li><li>• Faith</li><li>• Hinduism</li><li>• Diwali</li><li>• Diva lamp</li><li>• Belief</li><li>• Christian</li><li>• God</li><li>• Church</li><li>• Acceptance</li><li>• Tolerance</li><li>• Respect</li></ul>	
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## Modern Foreign Language

Tadpoles	Frogs	Reception	Year 1
N/A	N/A	<p>Children can repeat the language they hear by joining in Children can listen to stories and music from other cultures</p> <p><b><u>Vocabulary:</u></b> Hola Buenos Dias Adios Si/No</p>	In Year 1, children are expected to know greetings, numbers and colours and days of the week.

## PSHE

Tadpoles	Frogs	Reception	Year 1
<p>Children begin to learn the importance of simple rules Are introduced to respect for the environment.</p>	<p>The child is supported to show respectful attitudes. Children are encouraged widely to use their imagination, through real and imagined situations and stories. Children work together to fulfil imaginative situations. Children learn the difference between positive and negative emotions and to recognise these in themselves and in others.</p>	<p>Realise that their actions effect the world. Supported independence with the children producing work in short bursts on their own. The child is confident in relationships to ask for support and to receive praise. Can manage their own person hygiene. Shows perseverance and resilience in the face of challenge. Children see themselves as a valuable individual Children feel comfortable to share their ideas Children can collaborate successfully with each other. They are positive and dependable in group situations. Expresses their feelings and consider the feelings of others</p>	<p>The child is supported to show respectful attitudes. Children learn the importance of simple rules Are introduced to respect for the environment. Supported independence with the children producing work in short bursts on their own. The child is confident in relationships to ask for support and to receive praise. Children are encouraged widely to use their imagination, through real and imagined situations and stories. Children work together to fulfil imaginative situations.</p>

		<p>Children are able to distinguish between right and wrong. Understands how to care for the natural world.</p>	<p>Children learn the difference between positive and negative emotions and to recognise these in themselves and in others. Children feel comfortable to share their ideas Children can collaborate successfully with each other. They are positive and dependable in group situations. Children are able to distinguish between right and wrong. Children are introduced into understanding that all people are unique. Children learn to respect themselves and each other.</p>
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# CORE TEXTS IN THE EARLY YEARS

This is the list of books the children will be exposed to throughout their time in the Early Years. We have carefully selected these texts from the Read Write Inc. Nursery guidance, The National Literacy Trust list of recommended texts and the Pie Corbett spine. These texts are selected due to their rich language, broad vocabulary, repeating refrains and plays on rhyme and alliteration. Throughout the academic year we will have a sharp focus on these texts with the intent to embed and deepen children's learning, with reading at the heart of our curriculum. The settings will be providing experiences and activities around the texts so the children can learn through play whilst making links with the text and igniting a love of reading.

## Tadpoles Nursery

Book	Vocabulary
<b>Autumn 1</b>	
Three Billy Goats Gruff 12 <sup>th</sup> -23 <sup>rd</sup> September	<b>Topic vocab</b> stomp, troll, <b>Book vocab</b> grumpy, bridge, troll
The Three Little Pigs 26 <sup>th</sup> -7 <sup>th</sup> October	<b>Topic vocab</b> happily, hungry, safe <b>Book vocab</b> house, straw, wood, pig, bricks
Goldilocks and the three bears 10 <sup>th</sup> -21 <sup>st</sup> October	<b>Topic vocab</b> sleeping, woods, walking <b>Book vocab</b> bears, bed, chair, big, hot, cold
<b>Autumn 2</b>	
Max the brave 31 <sup>st</sup> -11 <sup>th</sup> November	<b>Topic vocab</b> teeth, bounces, up, down <b>Book vocab</b> ribbons, mouse, quick, big, chase, monster
Little red riding hood 14 <sup>th</sup> -25 <sup>th</sup> November	<b>Topic vocab</b> teeth, kind, look

	<b>Book vocab</b> red, wolf, big, hairy, scary.
Stickman 28 <sup>th</sup> -9 <sup>th</sup> December	<b>Topic vocab</b> snow, me, late <b>Book vocab</b> warm, sword, stick, fire, hop
<b>Spring 1</b>	
Brown bear, brown bear what do you see? 2 <sup>nd</sup> -13 <sup>th</sup> January	<b>Topic vocab</b> see, children, looking <b>Book vocab</b> Brown bear, red bird, blue horse, purple cat.
We're going on a bear hunt 16 <sup>th</sup> -27 <sup>th</sup> January	<b>Topic vocab</b> hunt, scared, two <b>Book vocab</b> tip toe, squelch, over, under
Each Peach, Pear, Plum 30 <sup>th</sup> -10 <sup>th</sup> February	<b>Topic vocab</b> Robin hood, Jack and Jill <b>Book vocab</b> spy, cellar, hunting, asleep, hill.
<b>Spring 2</b>	
Pass the jam Jim 20 <sup>th</sup> -3 <sup>rd</sup> March	<b>Topic vocab</b> drink, slowly <b>Book vocab</b> jam, spoon, mess, dress, pass
Stomp, chomp, big roar! Here come the dinosaurs! 6 <sup>th</sup> 17 <sup>th</sup> March	<b>Topic vocab</b> mouse, sky, world <b>Book vocab</b> roars, stomp, shake, grumpy,
Rosie's Walk 20 <sup>th</sup> -31 <sup>st</sup> March	<b>Topic vocab</b> walk, time <b>Book vocab</b> hen, yard, pond, beehives, dinner.
<b>Summer 1</b>	
The Very Hungry Caterpillar 17 <sup>th</sup> -28 <sup>th</sup> April	<b>Topic vocab</b> egg, big, little <b>Book vocab</b>

	caterpillar, warm, hungry, plums, butterfly.
Jaspers beanstalk 1 <sup>st</sup> -12 <sup>th</sup> May	<b>Topic vocab</b> Monday, Tues, Wed.... (days of the week) <b>Book vocab</b> found, planted, watered, dug, sprayed, long, giants
Come on Daisy 15 <sup>th</sup> -26 <sup>th</sup> May	<b>Topic vocab</b> hid, above, shivered <b>Book vocab</b> close, fish, bouncy, plop, splosh, butterfly,
<b>Summer 2</b>	
Whatever next 5 <sup>th</sup> -16 <sup>th</sup> June	<b>Topic vocab</b> stories, bathroom, flew <b>Book vocab</b> teddy, rocket, moon, bump, please
Where's Spot 19 <sup>th</sup> -30 <sup>th</sup> June	<b>Topic vocab</b> behind, inside, under, in. <b>Book vocab</b> where, box,
There was an old lady who swallowed a fly 3 <sup>rd</sup> -7 <sup>th</sup> July (1 week)	<b>Topic vocab</b> catch, wriggled, jiggled <b>Book vocab</b> swallowed, fancy, fly, dog, cat, bird, cow.

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## Frogs Nursery

<b>Book</b>	<b>Vocabulary</b>
<b>Autumn 1</b>	
You Choose Fairytales 12 <sup>th</sup> -23 <sup>rd</sup> September	<b>Topic Vocab</b> loyal, adventure, quest, hero, mischief. <b>Book Vocab</b> fairy-tale, castle, travel, speedy.
The Three Little Pigs 26 <sup>th</sup> -7 <sup>th</sup> October	<b>Topic Vocab</b> forest, warned, lazy, swiftly. <b>Book Vocab</b> flowing, beautiful, hungry, tumbling, wobbly.
Goldilocks and the three bears 10 <sup>th</sup> -21 <sup>st</sup> October	<b>Topic Vocab</b> peeped, tiptoed, curious, fright. <b>Book Vocab</b> teeny-tiny, climbed, smells, yuk.
<b>Autumn 2</b>	
A Dark, dark tale 31 <sup>st</sup> -11 <sup>th</sup> November	<b>Topic Vocab</b> gloomy, black cat, door knocker, moon. <b>Book Vocab</b> - moor, dark, passage, spooky
Little red riding hood 14 <sup>th</sup> -25 <sup>th</sup> November	<b>Topic Vocab</b> crunch, suspects, lumberjack <b>Book Vocab</b> woods, herbal teas, shook, understood
Stickman 28 <sup>th</sup> -9 <sup>th</sup> December	<b>Topic Vocab</b> clattering, weave, frolicking <b>Book Vocab</b> frozen, doze, fetch, freed, float, drifts.
<b>Spring 1</b>	
The Gruffalo 2 <sup>nd</sup> -13 <sup>th</sup> January	<b>Topic Vocab</b> roasted, terrible, frightfully <b>Book Vocab</b> prickles, scrambled, astounding, stroll, underground.
Hairy McClary from Donaldsons dairy.	<b>Topic Vocab</b>

16 <sup>th</sup> -27 <sup>th</sup> January	strangers, trotted, sniffed. <b>Book Vocab</b> bundle, bony, trotted, howl.
Each Peach, Pear, Plum 30 <sup>th</sup> -10 <sup>th</sup> February	<b>Topic Vocab</b> Bopeep, Tom Thumb <b>Book Vocab</b> over, in, down, on, up, ditch, wicked
<b>Spring 2</b>	
Pass the jam Jim 20 <sup>th</sup> -3 <sup>rd</sup> March	<b>Topic Vocab</b> cut, slice, spill. <b>Book Vocab</b> pour, mess, drink, sip, boil.
Stomp, chomp, big roar! Here come the dinosaurs! 6 <sup>th</sup> 17 <sup>th</sup> March	<b>Topic Vocab</b> munch, crunch, tiptoe, creep, beneath. <b>Book Vocab</b> stomp, chomp, swamp, swish, dive, grumpy
Rosie's Walk 20 <sup>th</sup> -31 <sup>st</sup> March	<b>Topic Vocab</b> beehives, haycock <b>Book Vocab</b> through, under, across, yard, around, over, past, mill
<b>Summer 1</b>	
The Very Hungry Caterpillar 17 <sup>th</sup> -28 <sup>th</sup> April	<b>Topic Vocab</b> nibbled, egg, cocoon. <b>Book Vocab</b> tiny, salami, beautiful.
Jack and the beanstalk 1 <sup>st</sup> -12 <sup>th</sup> May	<b>Topic Vocab</b> grumbled, brave, upset. <b>Book Vocab</b> sparkled, peering, plopped, stomped, snatched.
The Bog Baby 15 <sup>th</sup> -26 <sup>th</sup> May	<b>Topic Vocab</b> misty, squelchy, damp. <b>Book Vocab</b> dell, creatures, under, spiky
<b>Summer 2</b>	
Whatever next	<b>Topic Vocab</b>

5 <sup>th</sup> -16 <sup>th</sup> June	rocket, smart, dripped. <b>Book Vocab</b> draining board, whoosh, landed,
The Shopping Basket 19 <sup>th</sup> -30 <sup>th</sup> June	<b>Topic Vocab</b> squeeze, clumsy, hurried. <b>Book Vocab</b> gap, railings, nasty, litter, over.
There was an old lady who swallowed a fly 3 <sup>rd</sup> -7 <sup>th</sup> July	<b>Topic Vocab</b> swallowed, hog <b>Book Vocab</b> wriggled, jiggled, absurd, inside.

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## Reception

<b>Book</b>	<b>Vocabulary</b>
<b>Autumn 1</b>	
Worrysaurus	<p><b>Topic vocab</b> Worries, feelings, emotions, happy, sad, upset, comfort, concerned, scared, wellbeing.</p> <p><b>Book vocab</b> plotted, crawl, shuffle</p>
The Boy Who Loved Everyone	<p><b>Topic vocab</b> Care, confidence, similarities and differences.</p> <p><b>Book vocab</b> Wriggle, love, march, blushed.</p>
You Choose	<p><b>Topic vocab</b> Choice, likes, dislikes, preference, different, similar.</p> <p><b>Book vocab</b> Jungle, city, home, furniture, travel, hungry, snooze.</p>
Puffin Peter	<p><b>Topic vocab</b> Special, appearance, change, looks.</p> <p><b>Book vocab</b> Island, puffin, blew up, arrive, rather, nothing, exactly, drifted, ocean, appeared, horizon, tiny, overjoyed</p>
Rainbow Fish	<p><b>Topic vocab</b> Unique, special, myself, friendship, sharing, kindness.</p> <p><b>Book vocab</b> Scale, octopus, rainbow, ordinary, shimmer, admire, loneliest, coral reef, wise.</p>
<b>Autumn 2</b>	
Pumpkin Soup	<p><b>Topic vocab</b> Halloween, celebration, faith.</p> <p><b>Book vocab</b></p>

	Deep, bagpiping, banjo, pumpkin, slurp, beak, racket, rumpus, scrambled, trotted.
Zim Zam Zoom Poem Firework Poem	<b>Topic vocab</b> Guy fawkes night, fireworks, safety, gunpowder, plot. <b>Book vocab</b> Rush, roar, aboard, overtaking, heading. dazzle, sizzle, whizz, sparkle, fizz
Story of Rama & Sita	<b>Topic vocab</b> Religion, Hinduism, Diwali, lights, diva, lamp, believe and belief. <b>Book vocab</b> Warrior, beautiful, tricked, peaceful, demon, brightest, fetch, wicked, swooped, terrified, moan, massive, overjoyed,
Dear Father Christmas	<b>Topic vocab</b> Twinkle, thought, fireplace, company, supper, decoration, hurried, grotto, mantelpiece <b>Book vocab</b> Addressed, dare, Lapland, sleigh, chimney, stocking, glittering,
The Nativity Story	<b>Topic vocab</b> Journey, travel, responsibility. <b>Book vocab</b> Angel, shining, brightly, task, astonished, no avail, stable, grateful, manger, shepherds, gold, myrrh, frankincense
<b>Spring 1</b>	
10 Little Superheroes	<b>Topic vocab</b> Hero, super, powers, strong, mysterious, helpful, secret identity. <b>Book vocab</b> Victory, plotting, fate, resin, battered, dodging, flailing, desperate, survive, cunning, thwarted,

Supertato	<p><b>Topic vocab</b> Good and evil, right and wrong, triumphed, defeated.</p> <p><b>Book vocab</b> Vegetables, frozen, supermarket, distress, conveyor belt, strength, gasp, vanished, snuck, kerpow, shrieked, cornered</p>
Harry saves the ocean	<p><b>Topic vocab</b> Plastic, pollution, dumping, biodegrade, responsibility, waste.</p> <p><b>Book vocab</b> Crest, wisp, coast, mighty, dumped, rubbish, biodegrade, paper, cardboard, rot, clog, seagull, turtle, puffin, pelican, crab</p>
A Superhero Like You	<p><b>Topic vocab</b> Every day hero, normal, regular, giving, dedicate</p> <p><b>Book vocab</b> Doctor, firefighter, siren, teacher, air ambulance, carer, recycling truck, scientist,</p>
<b>Spring 2</b>	
The Gruffalo's Child	<p><b>Topic vocab</b> Character, personality, choices.</p> <p><b>Book vocab</b> Scaly, fiery, wiry, clench</p>
We are going on a Bear Hunt	<p><b>Topic vocab</b> Settings, place, weather</p> <p><b>Book vocab</b> Wavy, over, under, through, oozy, deep, swirling, whirling, narrow, gloomy,</p>
Shhhh	<p><b>Topic vocab</b> Problem, issue, desperate</p> <p><b>Book vocab</b> Enter, quickly, might, turn, whisper, disturb, through, peep, bother, enormous, hatch</p>
The Gingerbread man	<p><b>Topic vocab</b> Solution, solve, creativity</p>

	<b>Book vocab</b> Gingerbread, sneaky (different versions)
On My Way Home	<b>Topic vocab</b> Resolution, traditional, tale, inventive, imagination <b>Book vocab</b> Sneaking, flying-saucer, struggled, lumbering, soaring, creeping, stamp, gloomy, bundled,
Use your Imagination	<b>Topic vocab</b> Imagination, create, explore <b>Book vocab</b> Bored, librarian, panted, snarled.
<b>Summer 1</b>	
Tad	<b>Topic vocab</b> Life cycle, tadpole, growth, growing, frog, froglet. <b>Book vocab</b> Smallest, wiggle, nasty, murky, glide, shallow, webbed, noticed, amongst, ooze, coil,
Freddy the Frog	<b>Topic vocab</b> Rhyming, grown <b>Book vocab</b> Leaps, squelching, paddling, croak, googly
Oliver's Vegetables	<b>Topic vocab</b> Choice <b>Book vocab</b> Garden, vegetables, potatoes, carrots, spinach, rhubarb, cabbage, beetroot, peas.
The Enormous Turnip	<b>Topic vocab</b> Big, huge, enormous. <b>Book vocab</b> Heaved, tugged, budge, yanked,
Bears Don't Eat Sandwiches	<b>Topic vocab</b> Cress, chop, slice, preference <b>Book vocab</b> Visitor, biggest, certainly, forgotten, patted, enough, frog spawn, grass stains, delicious, snarl, cavernous,

<b>Summer 2</b>	
Non-fiction: Brixham Book	<p><b>Topic vocab</b> harbour, lighthouse, breakwater, lifeboat, golden hind, berry head</p> <p><b>Book vocab</b> Harbour, breakwater, golden hind, lighthouse</p>
Coming to England	<p><b>Topic vocab</b> Acceptance, tolerance, culture, respect, differences, community</p> <p><b>Book vocab</b> Jazz, saxophone, empire, skyscraper, mischief, iceberg,</p>
Nimesh the adventurer	<p><b>Topic vocab</b> Shark, ocean, underwater, coral, anemone</p> <p><b>Book vocab</b> Ancient, tremble, sleigh, maharaja, emperor,</p>
Handa's Surprise	<p><b>Topic vocab</b> Africa, savannah, culture, Kenya, environment</p> <p><b>Book vocab</b> Mango, avocado, guava, passion fruit, favourite</p>
One day on our blue planet	<p><b>Topic vocab</b> Antarctic, snow, ice, frozen, penguin, seal</p> <p><b>Book vocab</b> Continent, nesting, swift, graceful, streamlined, krill,</p>
Katie in London	<p><b>Topic vocab</b> London, city, bustling, crowded</p> <p><b>Book vocab</b> Clamber, bounding, emeralds, sapphires, palace,</p>

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