

Early Years Curriculum 2022

“Empowering children to shape the world of tomorrow”

Intent

Our Curriculum is designed to recognise children’s prior learning, both from previous settings and their experiences at home. We work in partnership with parents, carers and other settings to provide the best possible start at Elmridge Primary School, ensuring that each individual reaches their full potential from their various starting points.

Our Curriculum has been designed to enable children to succeed through cooperative and collaborative learning principles. As such, there is a strong emphasis on the Primary Areas of learning: Personal Social and Emotional Development and Communication and Language, including skills for speaking and engaging with others through spoken language.

At Elmridge Primary School, we recognise that oracy not only improves academic outcomes, but is a life skill to ensure success beyond school. The ability to express yourself, develops children’s thinking and understanding, which in turn promotes self-confidence, resilience and empathy; which supports the child’s wellbeing. Our enabling environment and warm, skilful adult interactions, support the children as they begin to link learning to their play and exploration right from the start.

We believe that high level engagement ensures high level attainment. We therefore provide an engaging curriculum that maximises opportunities for meaningful cross-curricular links and learning experiences, as well as promoting the unique child by offering extended periods of play and sustained thinking. We follow children’s interests and ideas to foster a lifelong love of learning both in and outside school.

By the end of the Reception year, our intent is to ensure that all children make good progress from their starting points and that they are equipped with the skills and knowledge to make a smooth transition into Year 1.

Threads

International Learners

- Diversity & Mutual Respect
- Sustainability and Ecology
- Community and collaboration



Aspirational Leaders

- Responsibility and respect
- Creativity, innovation and curiosity
- Confidence and resilience



Literacy Champions

- Love of reading and language
- Confident, articulate speakers
- Creative and adaptive authors



Early Years Curriculum 2022

Topic Overview

In the Early Years Foundation Stage, we learn through play and follow the children's interests.

At Elmridge Primary School, the EYFS curriculum is designed to encourage independent, inquisitive and happy learners. We recognise children's prior learning and starting points, and create a holistic curriculum that capitalises on real-life experiences and builds strong foundations for their future.

Our Early Years Foundation Stage curriculum is specifically designed to provide children with important foundational skills and knowledge that will later be enhanced and embedded in Key Stage 1 and beyond.

Pupils learn through a balance of child-initiated and adult-directed activities and challenges. Our weekly timetables are carefully structured so that children have opportunities for rigorous directed teaching in English, mathematics and phonics. Children are also provided with opportunities to explore, be challenged and engage with the provision that is available to them, in the indoor and outdoor classrooms.

Half-termly, broad themes are progressive across Nursery and Reception classes. Topics such as 'Out and About' and 'On the Move', are designed with enough flexibility to be able to capitalise on children's interests. They (and our other topics), create many opportunities to promote development of relationships; communication and language; and gross/fine motor skills.

Below, you will find an overview of the broad themes we visit in both Nursery and Reception, and how these progress throughout the Early Years Foundation Stage. The links to National Curriculum foundation subjects and future learning is also available.

We focus on one high-quality text each week, as well as a range of different stories, rhymes and poems. Many of these books have been chosen due to their positive attitude to diversity, focusing and reflecting on equality and inclusion.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Broad Theme	Ourselves	Opposites	Traditional Stories	Out and About	Our Community	On The Move
Nursery Topic	All About Me	Light and Dark	Nursery Rhymes	Mini-Beasts	My House	Journeys
Reception Topic	My Family	Hot and Cold	Fairy Tales	Growth & Change	My School	Adventure

Early Years Curriculum 2022

Unit Overview

NURSERY	Links to National Curriculum	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal Social Emotional Development	Personal Social and Health Education	Children will learn to confidently separate from their main carer and develop social skills such as learning to play alongside others and learning names of new friends. They will focus on learning classroom rules and routines, getting to know the school day and how to manage their feelings.	Children aim to become more outgoing with unfamiliar people, in the safe context of the nursery. They will show more confidence in new social situations and Play with other children, extending and elaborating play ideas.	Children will work to play with one or more children, extending their ideas through conversations. They show a greater understanding in daily routines and join in adult led games.	Children continue to develop friendship qualities and learn to negotiate with others. They begin to express emotion positively and explain their feelings, whilst considering the feelings of others. Children improve turn taking skills by taking part in more group games during provision.	Children learn to play with others, extending and elaborating play ideas. They understand about healthy lifestyle and those in the community who support this. They discuss different occupations and begin to share responsibility for jobs and areas in the classroom.	Children show a greater understanding of the daily routines, including toileting and handwashing. They continue to gain independence with self-care and join in adult-led group games.
Physical Development	Physical Education	Children will begin to move safely around the environment and to be aware of other children around them. They will explore the outdoor space and experiment with changing speed and direction.	Children become increasingly more independent, putting on their coats and wellies with less support. They begin formal PE sessions, looking at pushing, pulling, jumping and travelling in different ways. Children work on toileting independently, washing their hands and dressing/undressing.	During PE sessions, children will develop skills, focusing on different ways of moving. They respond to dance and perform in pairs. Children begin to make closed shapes and look at letters in their own name. Begin dough disco sessions, developing fine motor skills for writing.	Children continue with mark-making opportunities, including self-registration. In PE sessions, they will develop skills, looking to incorporate travel and developing paired dance. Children continue looking at letters with personal significance and finding ways to represent them when writing.	Children will run skilfully carrying objects, practise attack & defend games explore scissor jump and practise balancing. They will begin to discuss effects of exercise on their bodies. Begin to make closed shapes and look at letters in their name. Children become more confident with tools such as scissors.	Children continue with mark making, remembering to label all personal work. In PE, they develop skills such as twist and bend, push and pulls, jumps and dodging. All children take part in sports day and practise.
Maths	Maths	Children will use a variety of resources to practise counting and sorting. They begin to recite numbers to 5, using songs and rhyme to encourage recall. Children will look at shapes and recall 2D shapes and features.	Children recite numbers 1-5, using song and rhyme to encourage recall. They look closely at numbers 1-5 and look at different patterns and predict simple ABAB. They use nature to develop mathematic skills – more, less, some, lots. Number of the week 1-5.	Children recite numbers to 10, using song and rhyme to encourage recall. They practise subitising to 3 using nature and small world to support learning. Children look for shapes in the environment and select shapes for play. Number of the week 6-10.	Continue counting games in everyday situations and develop skills when counting in different ways. Practise subitising to 3. Look for shapes in the environment and select shapes for play. Number of the week 10-15.	Children recite numbers to 10, using song and rhyme to encourage recall. They practise subitising to 5 using nature and small world to support learning. They look for shapes in the environment and select shapes for play. Number formation 1.	Reciting numbers to 10, using song and rhyme to encourage recall. Children explore capacity when pouring and filling containers. Number formation 6-10.

Early Years Curriculum 2022

Understanding the World	Science	Children will go on a welly walk and look at changes around us in nature. They will use their senses to explore the classroom and outdoors and extend vocabulary to talk about findings. Children will focus on the 5 senses in detail.	Children use senses to explore the classroom and outdoors and extend vocabulary to talk about findings. They look at changes around us and in nature as we move more into Autumn. They explore light and dark through fireworks, torches etc.	Children notice seasonal changes outside. What changes do we make in winter and how can we keep warm? Think about forces and how we feel the wind move. Explore how vehicles move down a ramp.	Understanding lifecycles of different minibeasts. Children will explore the differences in their shapes and sizes and how some insects change as they grow. Observe some minibeasts over time eg. Tadpoles or caterpillars	Discuss different fruits and vegetables that grow in our local area/country. Plant their own seeds from simple vegetables and what how these grow and change over time. Talk about an allotment. Could we create one in school?	Explore which items float and sink in water.
	Geography	Children will look at where we live and the types of houses we live in. Children look at the change in seasons, discussing colours and clothing. They observe the change in environment outside the classroom and make predictions.	Children will compare different environments and observe lights in different regions – such as the Northern Lights. Explore natural lights such as the Sun and stars. Children will discuss any winter festivals that take place around the UK, such as Bonfire Night and Diwali.	The children will explore international links with a partner school, discussing different cultures and traditions around the World. They will use a globe and atlas to find the location of their partner school and discuss the best way to travel there.	The children will explore a range of habitats and the environment around us. They will begin to discuss why it is important to look after our environment and ways that we can help to keep our local area clean and tidy.	The children will begin to discuss where we live and how our town compares to others. They will look closely at the local community and what we see in our local area. We will begin to think about our own houses – the number on our front door and the road that we live on.	The children will explore different modes of transport and think about how we use these in different ways. Children will think about how they travel to school. They will explore a range of maps and then create their own map of their journey to Nursery.
	History	Children will experiment and play using familiar objects and settings such as within home corner. They use what they know to gain confidence in their new setting.	Children will discuss the history behind key events such as Bonfire Night and Remembrance Day.	Exploring freezing and melting and observe the changes in different materials over time.	Explore growth and change of animals and plants over time.	Show an interest in different occupations and be able to talk about them. Look at how these roles have changed over time. Have you ever visited any of these people that help us? E.g. Dentist	Discuss how transport has changed over time. Think about how people travel now and compare this to how people used to travel a long time ago.
	Religious Education	Look at ourselves and start to notice how people are different. Children will create self-portraits of themselves, looking closely at their features and deciding colours to use.	The class get to know each other better – looking at cultural celebrations including Dilwali, Hannukah, Christmas, thanksgiving and fireworks	Children get to know each other better – looking at cultural celebrations including Burns Night, Chinese New Year and Valentine’s Day.	Getting to know each other better – looking at cultural celebrations including Ramadan, Eid al-Fitr, Mother’s Day, Easter, Holi.	Getting to know each other better – looking at cultural celebrations including Father’s Day.	Getting to know each other better – looking at cultural celebrations including Dragon Boat Festival.

Early Years Curriculum 2022

Expressive Arts and Design	Music	Play a range of sound matching games, listening to different environmental and familiar sounds. Celebrate 'artist of the month'.	Clap out the pulse whilst listening to songs. Listen to different songs without words to pitch match. Celebrate 'artist of the month'. Take part in EYFS/KS1 Christmas performance.	Share and perform a variety of songs from different cultures. Celebrate 'artist of the month'.	Explore and play different instruments from a range of cultures. Celebrate 'artist of the month'. Take part in EYFS class assembly performance.	Experiment with different ways of playing instruments. Celebrate 'artist of the month'.	Record children's music and play it back to them. Celebrate 'artist of the month'.
	Art	Represent emotions in drawings and pictures and be able to talk about them. Children will read the story, The Colour Monster and create artwork linked to this.	Seasonal based crafts – create firework pictures using paint, glitter etc. Create Christmas cards and new year calendars.	Children use ice and a range of media to create different pictures, experimenting with melting and freezing.	Colour mixing linked to exploring festivals (Holi).	Look at colour and colour mixing with many mediums. Children attempt observational drawings to represent real-life scenes.	Paint a seaside picture looking at the sea and sand and deciding which colours to use. Explore the Bear Hunt story and create maps to show a simple journey.
	Design Technology	Use a selection of materials to create from a stimulus or imagination.	Follow a recipe to cook pumpkin and vegetable soup. Follow instructions to bake biscuits for Children in Need.	Create different instruments to play together whilst singing nursery rhymes, using a range of junk modelling materials.	Use materials to create habitats for minibeasts. Continue to play imaginatively, using what they know. Seasonal based crafts – child and adult led.	Seasonal based crafts – child and adult led. Children show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Healthy food – prepare and make a fruit kebab.	Create a map that shows a journey they have been on or an adventure they would like to go on.

Early Years Curriculum 2022

RECEPTION	Links to National Curriculum	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal Social Emotional Development	Personal Social and Health Education	<p><u>New Beginnings</u> This theme focuses on developing children's knowledge, understanding and skills in four key social and emotional aspects of learning: empathy, self-awareness, social skills and motivation. They will see themselves as valued individuals within a community/safe and fair learning environment.</p>	<p><u>Good to be me</u> This theme focuses specifically on feelings (1 of 2). We will discuss feelings in the context of the child as an individual. Understanding our feelings as well as considering strengths and weaknesses as a learner. Feelings lead us to behave in the way that we do.</p>	<p><u>Relationships</u> This theme focuses specifically on feelings (2 of 2). Explores feelings within the context of our important relationships including family and friends. Understand feelings associates with an experience.</p>	<p><u>Getting on and Falling out</u> Extending the unit in Relationships. Cooperation, diversity, friendships, working together as a group, resolving conflict.</p>	<p><u>Changes</u> This theme tackles the issue of change and aims to equip children with an understanding of different types of change. Positive and negative. We will discuss the common responses to this.</p>	<p><u>Going for Goals!</u> This theme looks at the aspect of motivation with a focus on self-awareness. It is important that opportunities for all children's abilities, qualities and strengths, are valued. Reflect on themselves as individuals. Particularly strengths as learners and how they learn effectively.</p>
Physical Development	Physical Education	<p><u>Locomotion 1</u> Children will begin with understanding the meaning of 'space' and how to travel safely around the school hall. They will look to work as part of a team and will jump in different ways and in control. Children will gallop confidently with either leg as the lead.</p>	<p><u>Gymnastics – Flight, bouncing, jumping and landing</u> Children will jump in a variety of ways and construct a simple jumping sequence with a partner. They will aim to show good technique throughout take off/landing and perform a star jump and pencil jump with control. Children will work to jump through turns and as part of a sequence of other movements.</p>	<p><u>Dance – Nursery Rhymes</u> Children will listen to a variety of Nursery Rhymes and be creative with their movements. They will aim to work well in pairs, and use pictures to come up with creative and imaginative actions. Children will discuss what they think a good performance is and will learn to give useful feedback to their partners and improve their own performance.</p>	<p><u>Locomotion 2</u> Children will continue to jump in a variety of ways, incorporating a small run. They will jump for a distance and jump from a standing position. Children look to try new jumps, such as a scissor jump and using a skipping rope.</p>	<p><u>Target Games 1</u> Children will throw a ball underarm, with some accuracy, aiming for a target. They work with others to take turns and strike a ball with their foot for power. Children then develop to kick or roll a ball, with some accuracy.</p>	<p><u>Yoga</u> Children will learn to perform a variety of poses, including butterfly, tree pose, downward dog and lion. They will pose like creatures and features that can be found in The Arctic. They think imaginatively, stretching high and retaining good balance.</p>
Maths	Maths	<p><u>Number:</u> Match and sort Compare amounts Representing 1, 2, 3 Comparing 1, 2, 3</p>	<p><u>Number:</u> Representing numbers to 5 One more and one less</p>	<p><u>Number:</u> Introducing zero Comparing numbers to 5 Composition of 4 and 5 Growing 6, 7, 8</p>	<p><u>Number:</u> Combining two groups 9 and 10 Comparing numbers to 10 Bonds to 10</p>	<p><u>Number:</u> Building numbers beyond 10 Counting patterns beyond 10</p>	<p><u>Number:</u> Doubling Sharing and grouping Even and odd Deepening understanding</p>

Early Years Curriculum 2022

		Composition of 1, 2, 3 Measure Shape and Spatial Thinking: Compare Size, mass and capacity Exploring pattern	Measure, Shape and Spatial Thinking: Circles and triangles Positional language Shapes with 4 sides	Making pairs Measure, Shape and Spatial Thinking: Length and Height Time	Measure, Shape and Spatial Thinking: 3D shapes Pattern	Adding more Taking away Measure, Shape and Spatial Thinking: Match, rotate, manipulate Compose and decompose	Patterns and relationships Measure, Shape and Spatial Thinking: Visualise and build Mapping
Understanding the World	Science	Children will begin to look at the changing world around us, due to seasonal differences. We will look at animals and their habitats and the behaviour of specific animals at this time. Conduct an Autumn welly walk and investigate.	Children will look at melting and freezing water and how this changes state. Describe what we see, feel, hear when outside Winter welly walk.	Look at the different types of weather and how we monitor these. How do we know what the weather will be like this week? Children collect rain and measure how this changes throughout the week.	Children will investigate the changes that take place as we enter spring time. Look at life cycles in detail, specifically frogs and butterflies. Children will plant seeds and observe how these change over time.	Children will look at how the sun moves around the school grounds. Where does it start? When does it move to? Look at shadows in detail and how these are made.	Children explore water and how different items react in it. Build boats and investigate how items float and sink.
	Geography	Children will discuss their family and compare this to others, discussing where our families live around the World. Children will look at their family homes and how these differ. Children will look at seasonal changes and talk about animals in different habitats in the area.	Children will explore the different climate around the World, focusing on the polar regions. They will discuss the animals that live here and why. Children will use a globe/atlas to locate these environments. Explore the seasonal changes, focusing on the cold weather changes.	The children will explore international links with a partner school, discussing different cultures and traditions around the World. Children compare the different countries and weather/climate differences. Children access live maps and aerial photographs to view.	Children will experiment with planting and growing, observing change over time. Children will think about the different food that we grow in the UK and how this differs to other countries. Why do countries grow different food? How does it arrive on our plate?	The children explore maps, looking at our local area and where our school is. Children will create a map of school and use these and positional language to move around the grounds.	Children will explore different coastal towns, looking at differences in location and features. Children focus on transport in these areas and how we could travel there. Children create treasure maps linked to seaside adventures.
	History	Children will bring in and explore their own family photos, commenting on familiar times from the past. They name and describe familiar people to them and share their immediate family history.	Children look at the history of The Gunpowder Plot and Bonfire Night.	Look at the history of rhymes and songs and how these have changed over time. Are there any songs that our families know from when they were young?	Children compare changes over time, looking at how seeds, plants and spring objects change, grow and decay over time.	Children compare our school day compared to school in the past. Look at the history of toys, technology and resources. What did the school day look like 100 years ago?	Children compare and contrast seaside resorts and how these have changed. They investigate and explore clothing, toys, travel and entertainment at the seaside, in the UK and abroad.
	Religious Education	Which people are special and why? Who is special to you and why? What is a good friend like? How can you	What times are special and why? What special times have you had? How did you celebrate?	Which stories are special and why? What is your favourite story? What do you like about it and why?	Where do we belong? How do we show respect for one another? Ow do we show love?	Which places are special and why? Where do you feel safe and why? Where do you feel happy?	What is special about our World and why? What do you like in nature? What are your favourite things? What do

Early Years Curriculum 2022

		show that you are a good friend? Rosh Hashana Differences amongst families (culture/traditions) Diwali	What do other people celebrate? What happens at Christmas? Christmas Hanukkah	Which different stores do we know that are special to different people? Shrove Tuesday Lent	Who do you care about? How do you know what other people are feeling? Holi Easter	Which special religious places do we know? What makes this special? Eid	people say about how we should look after the World? Why do people say that the whole World is special?
	Spanish	Children will practise, listen and respond to Buenos dias and muy bien. Join in with a Spanish song using actions. Children will practise Spanish for hello, good day and thanks.	Children recognise the sound of Spanish numbers 1-5. They will learn to listen and respond to some of these. Children attempt to join in and count to 10, playing games to support their understanding.	Children explore days of the week and practise songs with actions. They sing and learn the Happy Birthday song.	Children will listen to, recall and remember some Spanish colours. They listen to and begin to learn a song about a rainbow.	Children will recognise and say some family members in Spanish. They count family members and perform a finger rhyme about families. Explore how to say different names.	Recall and remember colours. Recall greetings and how to say your name. Practise counting some numbers between 1 and 10. Greetings, name and numbers. Recall and say a number between 1 and 10. Watch and join in with a song about pirates.
	Computing	Computing systems and networks: Introduction What is technology? What is a computer? Key boards Different parts of a computer	Computing systems and networks: Using a computer Key boards Logging in and logging out Mouse control/clicking/dragging	Programming: All about instructions Following instructions Giving instructions Debugging instructions Predictions	Programming Bee-Bots Understanding arrows Introducing the Bee-Bot Simple programming Understanding Algorithms	Exploring systems and networks: Exploring hardware Tinker tray Picture walks Class photo album	Introduction to Data Loose parts play Sorting ourselves Yes/no – branching databases Pictograms
Expressive Arts and Design	Music	Listen and Respond to a different style of music each week/step. Explore and Create , initially using voices only but building to using classroom instruments too. Singing nursery rhymes and action songs - building to singing and playing.	Listen and Respond to a different style of music each week/step Explore and Create - initially using voices only but building to using classroom instruments too Sing and play - nursery rhymes and action songs - building to singing and playing	Listen and Respond to a different style of music each week/step Explore and Create using voices and classroom instruments Singing - nursery rhymes and action songs - building to singing and playing	Listen and Respond to a different style of music each week/step Explore and Create - using voices and classroom instruments Sing and Play - nursery rhymes and action songs Share and Perform	Listen and Appraise a different piece of Funk music each week/step Explore and Create using voices and classroom instruments Sing and Play Big Bear Funk and revisit a selection of nursery rhymes and action songs Share and Perform	Listen and Appraise a different piece of music each week/step Explore and Create using voices and classroom instruments Sing and Play by revisiting a selection of nursery rhymes and action songs Share and Perform

Early Years Curriculum 2022

	<p>Art</p>	<p>Drawing: Marvellous marks Children will explore mark making through different drawing materials. They will begin to draw from observation using faces and self-portraits as a stimulus.</p>	<p>Children will create a range of seasonal crafts, focusing on winter, bonfire, Christmas and New Year celebrations.</p>	<p>Painting and Mixed Media: Paint My World Children explore paint and painting techniques through nature, music and collaborative work. They develop creativity through child-led exploration of mixed media, making collages and transient art. Try painting to Music and explore the work of Kandinsky.</p>	<p>Painting and Mixed Media: Paint My World Finger painting Outdoor painting Collage and Transient Art Andy Goldsworthy</p>	<p>Explore the work of LS Lowry, looking at who he was and his style of painting. Compare and contrast paintings by looking at them in detail.</p>	<p>Study the painting The Blue Ship, but Alfred Wallis. Encourage the children to experiment with different media, to create their own version of this work.</p>
	<p>Design Technology</p>	<p>Children explore a range of resources in the creative area, competing junk modelling activities independently They investigate how to fix materials together, using sellotape, masking tape, glue, string and pipe cleaners. Halloween crafts</p>	<p>Children sketch and design their buildings in construction area. They play with everyday materials – boxes, blocks, loose parts and explore their properties. Seasonal crafts.</p>	<p>Children concentrate on developing their cutting skills. Bake Gingerbread men, following a recipe and use the methods suggested for mixing ingredients, using equipment and following health and safety guidance.</p>	<p>Children create healthy edible faces, using different food sources. They create sculptures and explore building with materials during outdoor learning.</p>	<p>Children explore recipes for traditional food in the UK. They look at cooking a healthy meal together using a recipe, equipment and following health and safety guidance.</p>	<p>Children create their own treasure maps. They explore different methods for designing and making paper boats.</p>

Early Years Curriculum 2022

Phonics Progression

Nursery (Foundations for Phonics)

	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Progression of sounds	s a t p i n	m d g o c k e	u r h b f l j	v w y z q u c h	ck x sh th ng nk
Use the Reception picture cards	Snake Astronaut Tiger Penguin Iguana Net	Mouse Duck Goat Octopus Cat Kite Elephant	Umbrella Rainbow Helicopter Bear Flamingo Lollipop Jellyfish	Volcano Wave yo-yo Zebra Queen Cherries	sock (sound at the end) box (sound at the end) shells ring (sound at the end) pink (panda) (sound at the end) thumb/teeth (sound at the end)
Phonemic awareness focus	Teach children to hear the same initial sound for words and names of objects.	Teach children to identify initial sounds of words and names of objects. Teach children to distinguish different sounds	Teach children to identify initial sounds of words and names of objects. Teach children to articulate sounds correctly – including playing with voice sounds.	Teach children to identify initial sounds of words and objects.	Teach children to identify the final sounds of words and objects.
Games to play	Play with sounds <ul style="list-style-type: none"> Bertha the bus Name play For each new sound play: <ul style="list-style-type: none"> What's in the box?* 	What's in the box? – with objects that start with different sounds For each new sound play: <ul style="list-style-type: none"> What's in the box?* 	Play with sounds <ul style="list-style-type: none"> Bertha the bus Name play For each new sound play: <ul style="list-style-type: none"> What's in the box?* 	Play with sounds <ul style="list-style-type: none"> Bertha the bus Name play For each new sound play: <ul style="list-style-type: none"> What's in the box?* 	Play with sounds <ul style="list-style-type: none"> Bertha the bus Name play For each new sound play: <ul style="list-style-type: none"> What's in the box?* Teach sounds that are at the end of words for /c/ck, /x/, /ng/, /nk/. Then teach children to distinguish other sounds at the end of words

Early Years Curriculum 2022

	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Oral Blending Focus	Teach children to blend CVC words using oral blending and objects	Teach children to blend a wider range of CVC words using oral blending.	Teach children to blend a wider range of words using oral blending.	Teach children to blend a wider range of words using oral blending.	Teach children to blend a wide range of words using oral blending when playing:
Games to play	<p>For each new sound play:</p> <ul style="list-style-type: none"> Blend from the box. <p>Use oral blending to blend words aloud with the new sounds the children have learned.</p> <p>Encourage children to join in and blend aloud.</p>	<ul style="list-style-type: none"> Can you touch your ...? • What's that noise? Can you do the actions? Blend from the box, with objects that start with different sounds. <p>For each new sound play:</p> <ul style="list-style-type: none"> Blend from the box. <p>Use oral blending to blend words aloud with the new sounds the children have learned.</p> <p>Encourage children to join in and blend aloud.</p>	<ul style="list-style-type: none"> Can you touch your ...? • What's that noise? Can you do the actions? Blend from the box, with objects that start with different sounds. <p>For each new sound play:</p> <ul style="list-style-type: none"> Blend from the box. <p>Use oral blending to blend words aloud with the new sounds the children have learned.</p> <p>Pause before you blend the words – and see if children can jump in and blend the words.</p>	<ul style="list-style-type: none"> Can you touch your ...? • What's that noise? Can you do the actions? Blend from the box, with objects that start with different sounds. <p>For each new sound play:</p> <ul style="list-style-type: none"> Blend from the box. <p>Use oral blending to blend words aloud with the new sounds the children have learned.</p> <p>Do not blend the words for the children.</p>	<ul style="list-style-type: none"> Can you touch your ...? • What's that noise? Can you do the actions? Blend from the box, with objects that start with different sounds. <p>For each new sound play:</p> <ul style="list-style-type: none"> Blend from the box. <p>Use oral blending to blend words aloud with the new sounds the children have learned.</p> <p>Use oral blending to blend words aloud with the new sounds the children have learned. Do not blend the words for the children.</p>
Suggested words for Blend from the box	<p>Blend from the box words:</p> <p>s: s-o-ck s-u-n s-oa-p s-a-ck a-n-t</p> <p>t: t-ee-th t-i-n t-a-p t-o-p</p> <p>p: p-e-n p-e-g p-i-n p-a-n</p> <p>i: i-m-p</p> <p>n: n-e-t n-oa-z (nose) n-e-ck n-u-t</p>	<p>Blend from the box words:</p> <p>m: m-oo-n m-ou-se m-a-p m-a-n</p> <p>d: d-o-g d-u-ck d-o-ll d-e-n</p> <p>g: g-oa-t g-ai-t (gate) g-oo-se g-ir-l</p> <p>c/k: c-a-t c-u-p c-a-p c-oi-n k-igh-t (kite) k-i-d k-i-t</p> <p>e: e-gg</p>	<p>Blend from the box words:</p> <p>r: r-a-t r-e-d r-oa-d r-i-ng</p> <p>h: h-a-t h-ou-se h-or-se h-ea-d</p> <p>b: b-oo-k b-u-s b-ir-d b-a-g</p> <p>f: f-i-sh f-a-n f-oo-t f-ar-m</p> <p>l: l-ea-f l-i-d l-o-ck l-o-g</p> <p>j: j-a-m j-u-g j-e-t j-ee-p</p>	<p>Blend from the box words:</p> <p>v: v-a-n v-e-t</p> <p>w: w-i-g w-e-b w-ai-v (wave)</p> <p>y: y-a-p [dog]</p> <p>z: z-i-p z-oo</p> <p>qu: qu-ee-n qu-a-ck [duck] qu-i-ck [action]</p> <p>ch: ch-i-p ch-i-ck ch-i-n ch-o-p [action]</p>	<p>Blend from the box words:</p> <p>ck: s-o-ck d-u-ck n-e-ck r-o-ck</p> <p>x: f-o-x b-o-x w-a-x s-i-x</p> <p>sh: sh-e-ll sh-ir-t sh-o-p sh-e-d</p> <p>th: th-u-mb t-ee-th m-o-th, th-i-gh</p> <p>ng: r-i-ng w-i-ng k-i-ng</p> <p>nk: p-i-nk t-a-nk w-i-nk s-i-nk</p>
Oral blending Never use grapheme cards/words	Words with sounds the children know: s-a-t s-i-t p-a-t p-i-t t-i-n t-a-p n-i-p s-i-p	Words with sounds the children know: d-i-g m-a-p g-e-t n-o-d c-o-t p-e-t d-a-d p-i-g p-e-g t-e-n	Words with sounds the children know: m-u-m r-a-n h-u-g b-i-g f-a-n r-u-b h-o-t l-e-g l-i-p j-o-g j-i-g	Words with sounds the children know: y-e-s m-e-ss b-e-ll w-e-t w-a-g s-a-d h-i-ss y-e-ll r-i-ch qu-i-t z-a-p b-u-zz	Words with sounds the children know: th-u-d th-i-ng r-u-sh sh-u-t s-o-ng s-i-ng p-e-ck r-o-ck b-a-ck f-i-x

Early Years Curriculum 2022

Recognising their name	Teach children to find their name using their picture.	Teach children to recognise the initial sound of their name.	Teach children to recognise the capital letter that starts their name.	Teach children to match their name to their picture.	
------------------------	--	--	--	--	--

Reception (Phase 2, Phase 3 and Phase 4)

Autumn 1 Phase 2 Graphemes	New Tricky Words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 Graphemes	New Tricky Words
ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags sings) 	as and has his her go no to into she he of we me be

Spring 1 Phase 3 Graphemes	New Tricky Words
ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> • words with double letters • longer words 	was you they my by all are sure pure

Spring 2 Phase 3 Graphemes	New Tricky Words
Review Phase 3 <ul style="list-style-type: none"> • words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words • words with s /z/ in the middle • words with –s /s/ /z/ at the end • words with –es /z/ at the end 	Review all taught so far

Early Years Curriculum 2022

Summer 1 Phase 4 Graphemes	New Tricky Words
Short vowels with adjacent consonants <ul style="list-style-type: none">• CVCC CCVC CCVCC CCCVC CCCVCC• longer words and compound words• words ending in suf-xes: -ing, -ed /t/, -ed /id/ /ed/, -est	said so have like some come love do were here little says there when what one out today
Summer 2 Phase 4 Graphemes	New Tricky Words
Phase 3 long vowel graphemes with adjacent consonants <ul style="list-style-type: none">• CVCC CCVC CCCVC CCV CCVCC• words ending in suf-xes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est• longer words	Review all taught so far

Early Years Curriculum 2022

Key Vocabulary

	Communication and Language	Personal Social and Emotional Development	Physical Development.	Literacy	Maths	Expressive Arts and Design
Nursery	Talk Say Tell Copy Listen Look Why?	Feelings Happy Sad Angry Excited Share Take Turns Wash Healthy Clean	Walk Climb Ride Run Jump	Story Book Page Song Rhyme Draw Turn (the page)	Number Shape Square Circle Triangle Rectangle Time Clock Count How many Big Small Tall Short	Paint Stick Glue Cut Music Dance Beat Sing Pretend Loud Quiet
Reception	Explain Describe Question Answer Who, what, how?	Emotions Fair Frustrated Worried Confused Angry Upset Try Challenge Germs Exercise	Balance Grip Throw Catch Bounce Roll High/low Pinch Fingers Hop	Fiction Non-Fiction Information Facts Write Sentence Question Sounds	High Low Heavy Light Bigger Smaller	Print Design Pulse Rhythm Story Tell Imagine Noisy Fast Slow

Early Years Curriculum 2022

Understanding the World				
	History	Geography	Science	Religious Education
Nursery	Before After Past	Place Visit Travel Rain Sun Weather Map Journey House	Mix/stir Pour Hot Cold Smooth Wet Hard Soft Look	Celebration Christmas Eid Islam Christianity Family Mosque Church
Reception	History Prehistoric Future Today Tomorrow Yesterday First Next After Before	Sea Land Globe Hot Cold Ice Winter Summer Building	Dissolve Experiment Investigate Same Different Observe Grow Change Float/Sink	Festival Special Different Same Culture Religion

Early Years Curriculum 2022

Skills Progression – Nursery

	Autumn Term	Spring Term	Summer Term
Listening, Attention and Understanding	<p>1.1. Enjoy listening to longer stories and can remember much of what happens.</p> <p>1.2. Pay attention to more than one thing at a time, which can be difficult.</p>	<p>2.1. Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.</p> <p>2.2. Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”.</p>	<p>3.1. Sing a large repertoire of songs.</p> <p>3.2. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p>
Speaking	<p>1.1. Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</p> <p>1.2. Start a conversation with an adult or a friend and continue it for many turns.</p>	<p>2.1. Use a wider range of vocabulary.</p> <p>2.2. Use longer sentences of four or six words.</p> <p>2.3. Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver”.</p>	<p>3.1. Be able to express a point of view to debate when they disagree with an adult or friend, using words as well as actions.</p> <p>3.2. Develop their pronunciation but may have problems saying:</p> <ul style="list-style-type: none"> - Some sounds: r, j, th, ch and sh - Multi syllabic such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.

	Autumn Term	Spring Term	Summer Term
Self-Regulation	<p>1.1. Show more confidence in new social situations.</p> <p>1.2. Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</p>	<p>2.1. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>2.2. Understanding gradually how others might feel.</p>	<p>3.1. Develop appropriate ways to be assertive.</p> <p>3.2. Talk with others to solve conflicts.</p>

Early Years Curriculum 2022

Managing Self	1.3. 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 for them.	2.1. Increasingly follow rules, understanding why they are important.	3.1. Remember rules without needing an adult to remind them.
Building Relationships	1.1. Become more outgoing with unfamiliar people, in the safe context of their setting.	2.1. Play with one or more other children, extending and elaborating play ideas.	1.2. Develop their sense of responsibility and membership of a community.

	Autumn Term	Spring Term	Summer Term
Gross Motor Skills	<p>1.3. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>1.4. Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>1.5. Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>1.6. Use large-muscle movements to wave flags and streamers, paint and make marks.</p>	<p>1.7. Start taking part in some group activities which they make up for themselves or in teams.</p> <p>1.8. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to walk, crawl or run across a plank, depending on its length.</p>	<p>3.1. Choose the right resource to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>3.2. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>3.3. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>

Early Years Curriculum 2022

Fine Motor Skills	1.1. Use one-handed tools and equipment, for example, making snips in paper with scissors.	2.1. Use a comfortable grip with good control when holding pens and pencils.	3.1. Show preference for a dominant hand.
Health and Self=Care	1.1. Start eating independently and learning how to use a knife and fork.	2.1. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	3.1. Be increasingly independent in meeting their own care needs. E.g. Brushing teeth, using the toilet, washing and drying their hands thoroughly. 3.2. Make healthy choices about food, drink, activity and tooth brushing.

	Autumn Term	Spring Term	Summer Term
Word Reading	<p>1.1. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>1.2. Say some of the words in songs and rhymes.</p> <p>1.3. Copy finger movements and other gestures or actions.</p> <p>1.4. Sing songs and say rhymes independently, for example, singing whilst playing.</p>	<p>2.1. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> <p>2.2. Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • Print has meaning • Print can have different purposes • We read English text from left to right and from top to bottom • The names of the different parts of a book • Page sequencing 	<p>3.1. Develop their phonological awareness to:</p> <ul style="list-style-type: none"> • Spot rhymes in familiar stories and poems. • Count or clap syllables in a word. • Recognise words with the same initial sound. <p>3.2. Begin to read individual letters by saying the sounds for them.</p>

Early Years Curriculum 2022

Comprehension	<p>1.1. Enjoy sharing books with an adult.</p> <p>1.2. Pay attention when listening to stories and respond to the pictures or the words.</p> <p>1.3. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</p>	<p>2.1. Ask questions about the book. Make comments and shares their own ideas.</p> <p>2.2. Develop play around favourite stories using props.</p>	<p>3.1. Engage in extended conversations about stories, learning new vocabulary.</p> <p>3.2. Repeat new vocabulary in a context of a story.</p> <p>3.3. Repeat words and phrases from familiar stories.</p>
Writing	<p>1.1. Add some marks to their drawings which they give meaning to for example "That says Mummy".</p> <p>1.2. Make marks on their picture to stand for their name.</p> <p>Physical Development</p> <p>1.3. Develop manipulation and control when mark making.</p> <p>1.4. Manage buttons, zips and pour drinks.</p> <p>1.5. Explore different materials and tools safely.</p>	<p>2.1. Write some or all of their first name.</p> <p>2.2. Begin to write initial sounds as captions for drawings.</p> <p>2.3. Use some of their print and letter knowledge in early writing such as a pretend shopping list.</p> <p>Physical Development</p> <p>2.4. Use one handed tools such as scissors.</p> <p>2.5. Use a comfortable grip with good control when holding pens and pencils.</p>	<p>3.1. Write their first name independently.</p> <p>3.1. Sequence a familiar story, using pictures or props to support.</p> <p>3.2. Can add captions to their pictures using initial sounds.</p> <p>Physical Development</p> <p>3.3. Show preference for dominant hand.</p> <p>3.4. Use scissors confidently.</p> <p>3.5. Use a comfortable grip with good control when holding pens and pencils.</p>

	Autumn Term	Spring Term	Summer Term
Number	<p>1.1. Recite numbers past 5.</p> <p>1.2. Say one number for each item in order: 1,2,3,4,5.</p> <p>1.3. Show 'finger numbers' up to 5.</p> <p>1.4. Joins in and sings counting songs and number rhymes. Listen to and enjoy stories that involve counting.</p>	<p>2.1 Develop fast recognition of up to 3 objects, without having to count them individually.</p> <p>2.2. Link numerals and amounts: for example, showing the right number of objects to match the numeral up to 5.</p> <p>2.3. Know that the last number reached when counting a small set of objects, tells you how many there are in total ('cardinal principle').</p>	<p>3.1 Develop the key skills of counting objects including saying the numbers in order and matching one number name to each item.</p> <p>3.2. Estimate and guess how many there might be before counting.</p>

Early Years Curriculum 2022

Numerical Patterns	<p>1.1. Experiments with their own symbols and marks as well as numerals.</p>	<p>2.1. Solve real world mathematical problems with numbers up to 5.</p> <p>2.2. Compare quantities using language 'more than', 'fewer than'.</p>	<p>3.1. Use vocabulary 'more than', 'less than', 'fewer', 'the same as', 'equal to'.</p> <p>3.2. Become familiar with some two digit numbers and start to notice patterns within them.</p> <p>3.3. Distribute items evenly from a group.</p>
Shape	<p>1.1. Talk about and explore 2D and 3D shapes, using informal and mathematical language: 'sides' 'corners' 'straight' 'flat' 'round'.</p> <p>1.2. Describe a familiar route and the order of things seen on the way.</p> <p>1.3. Understand position through words alone – for example, "the bag is under the table" – with no pointing.</p> <p>1.4. Selects shapes appropriately: flat surfaces for building, a triangular prism for a roof.</p>	<p>2.1. Discuss routines and locations using words like 'in front of' and 'behind'.</p> <p>2.2. Make comparisons between objects relating to size, length, weight and capacity.</p> <p>2.3. Combine shapes to make bigger ones – an arch, a bigger triangle etc.</p> <p>2.4. Begin to describe a sequence of events, real or fictional, using words such a 'first', 'then'.</p>	<p>3.1. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.</p> <p>3.2. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p>3.3. Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>3.4. Notice and correct an error in a repeating pattern.</p>

	Autumn Term	Spring Term	Summer Term
Past and Present	<p>1.9. Sequence family members by size and name (baby, child, adult).</p>	<p>2.1. Begin to make sense of their own life story and family's history.</p>	<p>3.1. Comments on recent pictures of experiences in their own life. "This was me at the farm..."</p>

Early Years Curriculum 2022

People, Culture and Communities	<p>1.1. Shares likes and dislikes.</p> <p>1.2. Able to say who they are and who they live with.</p>	<p>2.1. Continue developing positive attitudes about the difference between people.</p> <p>2.2. Shows an interest in different occupations.</p>	<p>3.4. Know that there are different countries in the world and talk about the difference they have experienced or seen in photos.</p>
The Natural World	<p>1.1. Use all their senses in hands-on exploration of natural materials.</p> <p>1.2. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.</p> <p>1.3. Explore how things work.</p>	<p>2.1. Plant seeds and care for growing plants.</p> <p>2.2. Understand the key features of the life cycle of a plant and an animal.</p> <p>2.3. Begin to understand the need to respect and care for the natural environment and all the living things.</p>	<p>3.1. Explore and talk about different forces they can feel.</p> <p>3.5. Talk about the difference between materials and changes they notice.</p>

	Autumn Term	Spring Term	Summer Term
Creating with Materials	<p>1.10. Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>1.11. Develop their own ideas and then decide which materials to use to express them.</p> <p>1.12. Join different materials and explore different textures.</p>	<p>2.1. Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>2.2. Draw with complexity and detail, such as representing a face with a circle and including details.</p> <p>2.3. Use drawing to represent ideas like movement or loud noises.</p>	<p>3.1. Show different emotions in their drawing and paintings, like happiness, sadness, fear etc.</p> <p>3.2. Explore colour and colour-mixing.</p>

Early Years Curriculum 2022

Being Imaginative and Expressive	<p>1.2. Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>1.3. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>1.4. Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</p>	<p>2.1. Listen with increased attention to sounds.</p> <p>2.2. Respond to what they have heard, expressing their thoughts and feelings.</p> <p>2.3. Remember and sing entire songs.</p> <p>2.4. Play instruments with increasing control to express their feelings and ideas.</p>	<p>3.1. Sing the pitch of a tone sung by another person (‘pitch match’).</p> <p>3.2. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>3.3. Create their own songs, or improvise a song around one they know.</p>
----------------------------------	---	---	--

Skills Progression – Reception

	Autumn Term	Spring Term	Summer Term
Listening, Attention and Understanding	<p>1.13. Understand how to listen carefully and why listening is important.</p> <p>1.14. Learn new vocabulary.</p> <p>1.15. Engage in storytimes.</p> <p>1.16. Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>1.17. Engage in non-fiction books.</p>	<p>2.1. Ask questions to find out more and to check they understand what has been said to them.</p> <p>2.2. Listen to and talk about stories to build familiarity and understanding.</p> <p>2.3. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>2.4. Learn rhymes, poems and songs.</p> <p>2.5. Listen to and talk about selected non-fiction to develop deep familiarity with new knowledge and vocabulary.</p>	<p><u>ELG Listening Attention and Understanding</u> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p><u>ELG Listening Attention and Understanding</u> Make comments about what they have heard and ask questions to clarify their understanding.</p> <p><u>ELG Listening Attention and Understanding</u> Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>

Early Years Curriculum 2022

Speaking	<p>1.4. Use new vocabulary through the day.</p> <p>1.5. Articulate their ideas and thoughts in well-formed sentences.</p> <p>1.6. Connect one idea or action to another using a range of connectives.</p>	<p>2.1. Describe events in some detail.</p> <p>2.2. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>2.3. Develop social phrases.</p> <p>2.4. Use new vocabulary in different contexts.</p>	<p><u>ELG Speaking</u> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p><u>ELG Speaking</u> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p><u>ELG Speaking</u> 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>
-----------------	---	--	---

	Autumn Term	Spring Term	Summer Term
Self-Regulation	<p>1.1. Express their feelings and consider the feelings of others.</p> <p>1.2. Develop appropriate ways to be assertive.</p> <p>1.3. Talk with others to solve conflicts.</p>	<p>2.1. Identify and moderate their own feelings socially and emotionally.</p> <p>2.2. Think about the perspectives of others.</p>	<p><u>ELG Self-Regulation</u> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p><u>ELG Self-Regulation</u> Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p><u>ELG Self-Regulation</u> 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.</p>
Managing Self	<p>1.1. Show resilience and perseverance in the face of challenge.</p> <p>1.2. Remember rules without needing an adult to remind them.</p>	<p>2.1. Manage their own needs.</p>	<p><u>ELG Managing Self</u> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p><u>ELG Managing Self</u></p>

Early Years Curriculum 2022

			<p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p><u>ELG Managing Self</u> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>
Building Relationships	1.3. Build constructive and respectful relationships.	<p>2.1. See themselves as a valuable individual.</p> <p>2.2. Express their feelings and consider the feelings of others.</p>	<p><u>ELG Managing Self</u> Work and play cooperatively and take turns with others.</p> <p><u>ELG Managing Self</u> Form positive attachments to adults and friendships with peers.</p> <p><u>ELG Managing Self</u> Show sensitivity to their own and to others' needs.</p>

	Autumn Term	Spring Term	Summer Term
Gross Motor Skills	<p>1.1. Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> - Rolling - Crawling - Walking - Jumping - Running - Hopping - Skipping - Climbing <p>1.2. Progress towards a more fluent style of moving, with developing control and grace.</p> <p>1.3. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>	<p>2.1. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>2.2. Combine different movements with ease and fluency.</p> <p>2.3. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</p>	<p>3.1. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>3.2. Develop confidence, precision and accuracy when engaging in activities that involve a ball.</p> <p><u>ELG Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p><u>ELG Gross Motor Skills</u> Demonstrate strength, balance and coordination when playing.</p> <p><u>ELG Gross Motor Skills</u> Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>

Early Years Curriculum 2022

Fine Motor Skills	<p>1.1. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, spoons.</p>	<p>2.1 Develop the foundations of a hand writing style which is fast, accurate and efficient.</p>	<p><u>ELG Fine Motor Skills</u> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p><u>ELG Fine Motor Skills</u> Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p><u>ELG Fine Motor Skills</u> Begin to show accuracy and care when drawing</p>
Health and Self=Care	<p>1.1. Be increasingly independent in meeting their own care needs. E.g. Brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>3.2. Make healthy choices about food, drink, activity and tooth brushing.</p>	<p>2.1. Further develop the skills they needs to manage the school day successfully:</p> <ul style="list-style-type: none"> - Lining up and queuing - Mealtimes - Personal; hygiene 	<p>3.1. Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> - Regular physical activity - Healthy heating - Tooth brushing - Sensible amounts of ‘screen time’ - Having a good sleep routine - Being a safe pedestrian <p>No ELG relating to Health and Self-Care</p>

Early Years Curriculum 2022

	Autumn Term	Spring Term	Summer Term
Word Reading	<p>1.5. Develop their phonological awareness to:</p> <ul style="list-style-type: none"> Spot rhymes in familiar stories and poems. Count or clap syllables in a word. Recognise words with the same initial sound. <p>1.6. Begin to read individual letters by saying the sounds for them.</p> <p>1.7. Begin to blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>1.8. Begin to read CVC words containing known letter-sound correspondences.</p>	<p>2.1. Develop their phonological awareness to:</p> <ul style="list-style-type: none"> Able to complete a rhyming string. Begin to sound buttons to identify how many sounds are in a word. Can supply words with the same initial sound for phase 2 single sounds. <p>2.2. Recognise all taught Set 1 – Set 5 sounds, including some digraphs.</p> <p>2.3. Re-read phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>2.4. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>2.5. Read simple sentences containing known letter-sound correspondences containing 1 or 2 common exception words.</p>	<p>3.1. Develop their phonological awareness to:</p> <ul style="list-style-type: none"> Recognise and use rhyme in daily conversation. Use sound buttons to segment and read words. Can identify words containing the same digraph or trigraph e.g. ay- may, day, play. <p><u>ELG Reading</u> Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p><u>ELG Reading</u> Read words consistent with their phonic knowledge by sound-blending.</p> <p><u>ELG Reading</u> Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
Comprehension	<p>1.4. Asks questions about stories.</p> <p>1.5. Repeat words and phrases from familiar stories.</p> <p>1.6. Repeat new vocabulary in a context of a story.</p> <p>1.7. Has favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</p>	<p>2.1. Answer questions about a text that has been read to them.</p> <p>2.2. Begin to predict what might happen next in a story.</p> <p>2.3. Begin to use modelled vocabulary during role play for example in the Small World.</p> <p>2.4. Seeks familiar texts or stories to re-read in the book area. Requests favourite stories and poems for example during Vote for a story.</p>	<p>3.6. Can share a favourite book with a peer, retelling the story in their own way repeating known phrases from the text.</p> <p><u>ELG Comprehension</u> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p><u>ELG Comprehension</u> Anticipate – where appropriate – key events in stories.</p> <p><u>ELG Comprehension</u> Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>

Early Years Curriculum 2022

Writing	<p>1.1. Form lowercase letters and capital letters correctly</p> <p>1.2. Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>1.3. Copy full name from a name label.</p> <p><u>Physical Development</u> Use a range of small tools competently and confidently. Suggested tools: pencils, paint brushes, scissors and knives.</p>	<p>2.1. Write short sentences with words with known sound-letter correspondences, using a capital letter and a full stop.</p> <p>2.2. Begin to use capital letters, finger spaces and full stops in independent writing.</p> <p>2.3. Begin to use capital letters, finger spaces and full stops in independent writing.</p> <p><u>Physical Development</u> Develop the foundations of a handwriting style which is fast, accurate and efficient. Begin to use tripod grip.</p>	<p>3.1. Use a capital letter at the beginning of a sentence and a full stop at the end.</p> <p>3.7. Use finger spaces most of the time.</p> <p>3.8. Is able to write their first name and starting to write their surname independently.</p> <p><u>ELG Writing</u> Write recognisable letters, most of which are correctly formed.</p> <p><u>ELG Writing</u> Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p><u>ELG Writing</u> Write simple phrases and sentences that can be read by others.</p> <p><u>ELG Fine Motor</u> Hold a pencil effectively in preparation for fluent writing. Using the tripod grip in almost all cases.</p>
---------	--	---	--

Early Years Curriculum 2022

	Autumn Term	Spring Term	Summer Term
Number	<p>1.1. Develop the key skills of counting objects including saying the numbers in order and matching one number name to each item.</p> <p>1.2. Estimate and guess how many there might be before counting.</p> <p>1.3. Joins in and sings counting songs and number rhymes. Listen to and enjoy stories that involve counting.</p>	<p>2.1. Look at small quantities in familiar patterns – for example a dice – and random arrangements, saying how many they can see.</p> <p>2.2. Use 5 frames and 10 frames to become familiar with the tens structure of the number system. Talk about how many spaces are filled or unfilled.</p> <p>2.3. Link the number symbol (numeral) with its cardinal number value.</p>	<p>3.1. Explore the composition of numbers to 10</p> <p>3.2. Automatically recall number bonds for numbers 0-5/0-10.</p> <p><u>ELG Number</u> Have a deep understanding of number 10, including the composition of each number.</p> <p><u>ELG Number</u> Subitise (recognise quantities without counting) up to 5.</p> <p><u>ELG Number</u> Automatically recall – without reference to rhymes, counting or other aids – number bonds up to 5. Recall some number bonds to 10, including doubling facts.</p>
Numerical Patterns	<p>1.1. Use vocabulary ‘more than’, ‘less than’, ‘fewer’, ‘the same as’, ‘equal to’.</p> <p>1.2. Become familiar with two digit numbers and start to notice patterns within them.</p> <p>1.3. Distribute items evenly from a group.</p>	<p>2.1. Understand the ‘one more than/one less than’ relationship between consecutive numbers.</p> <p>2.2. Count beyond 10, noticing patterns within the structure of counting.</p>	<p><u>ELG Numerical Patterns</u> Verbally count beyond 20, recognising the pattern of the counting system.</p> <p><u>ELG Numerical Patterns</u> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as another quantity.</p> <p><u>ELG Numerical Patterns</u> Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
Shape	<p>1.5. Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p>	<p>2.1. Compare length, weight and capacity.</p> <p>2.2. Continue, copy and create repeating patterns.</p>	<p>3.1. Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can.</p> <p>No ELG relating to Shape and Space</p>

Early Years Curriculum 2022

	Autumn Term	Spring Term	Summer Term
Past and Present	<p>1.18. Comment on images of familiar situations in the past.</p>	<p>2.1. Compare and contrast characters from stories, including figures from the past.</p>	<p><u>ELG Past and Present</u> Talk about the lives of the people around them and their roles in society.</p> <p><u>ELG Past and Present</u> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p><u>ELG Past and Present</u> Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
People, Culture and Communities	<p>1.1. Talk about members of their immediate family and community.</p> <p>1.2. Name and describe people who are familiar to them.</p>	<p>2.1. Understand that some places are special to members of their community.</p> <p>2.2. Recognise that people have different beliefs and celebrate different times in different ways.</p> <p>2.3. Recognise some similarities and differences between life in this county and life in other countries.</p>	<p><u>ELG People, Culture and Communities</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p><u>ELG People, Culture and Communities</u> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p><u>ELG People, Culture and Communities</u> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p>

Early Years Curriculum 2022

The Natural World	<p>1.1. Draw information from a simple map.</p> <p>1.2. Explore the natural world around them.</p>	<p>2.1. Describe what they see, hear and feel whilst outside.</p> <p>2.3. Understand the effect of changing seasons on the natural world around them.</p> <p>2.4. Recognise some environments that are different to the one in which they live.</p>	<p><u>ELG The Natural World</u> Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p><u>ELG The Natural World</u> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p><u>ELG The Natural World</u> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
--------------------------	--	---	---

	Autumn Term	Spring Term	Summer Term
Creating with Materials	<p>1.19. Explore use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>1.20. Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>2.1. Create collaboratively, sharing ideas, resources and skills.</p> <p>2.2. Develop storylines in their pretend play.</p>	<p><u>ELG Creating with Materials</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><u>ELG Creating with Materials</u> Share their creations, explaining the process they have used.</p> <p><u>ELG Creating with Materials</u> Make use of props and materials when role playing characters in narratives and stories.</p>
Being Imaginative and Expressive	<p>1.5. Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>1.6. Watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p>2.1. Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>2.2. Explore and engage in music making and dance, performing solo or in groups.</p>	<p><u>ELG Being Imaginative and Expressive</u> Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p><u>ELG Being Imaginative and Expressive</u> Sing a range of well-known nursery rhymes and songs.</p> <p><u>ELG Being Imaginative and Expressive</u></p>

Early Years Curriculum 2022

			Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
--	--	--	--