

Foundation Stage Curriculum



EYFS Long Term Progression Plan and Curriculum Coverage

How has our curriculum been planned?

In designing the revised curriculum for our EYFS children we have embraced the seven key features of effective practice...

- We want the best for every child, and realise all children deserve to have an equal chance of success.
- We pride ourselves on providing consistent and high-quality care for our children in the enabling environment and through adult interactions.
- Our curriculum Long Term Plan covers everything the children need to know overtime in a carefully sequenced plan from the beginning of Nursery to the end of Reception.
- We understand effective pedagogy is a mix of different approaches and that children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching.
- We continually assess our children as we teach and play alongside them using our knowledge of child development. We check what children have learnt and where children are not on-track, give extra support.
- Our team recognises the importance of providing children with the skills to develop Self-regulation and executive function. We use Characteristics of effective learning to support our planning.
- Our partnership with our parents is key to our children being able to thrive in the early years. We recognise that parents have a significant impact on their child's learning and strive to support them in as many ways as we can.


Our curriculum is based on the Revised Development Matters document which gives statements for the typical development of children.



Our flexible Short Term Planning is drawn from our ambitious Long Term Curriculum Plan and Curriculum Coverage document and allows our skilful practitioners to be reflective and responsive to individual children, their unique starting points, interests and their learning journeys.

"We do not want to teach children something that they can learn by themselves. We do not want to give them thoughts that they can produce by themselves. What we want to do is activate within children the desire and will and great pleasure that comes from being the authors of their own learning."

– Loris Malaguzzi in Reggio Emilia

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiries	New Beginnings. Getting To Know Each Other	How Our Environment Is Changing Other Cultural Celebrations	Observing & Testing Problem Solving Joining Changing Materials	Spring Changes Looking After Our World Planting/Gardening Parts Of A Plant Bees	Life Cycles Of Plants And Animals Habitats Animals And Their Babies	Jobs & People Who Help Us Summer Getting Ready For Change
significant cultural events and key experiences	St. Francis' Day Rosh Hashanah Yom Kippur Welcome to FS assembly	Diwali Eid Channukah Christmas Nativity performance	Chinese New Year St Bridgid's Day (Imbolc) Shrove Tuesday Beginning of Lent Ash Wednesday	Easter Mother's Day Holi Festival	Ramadan/Eid Deaf awareness week	Father's Day Summer Solstice Sports Day Transition



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PSED 	Self-regulation · To identify and moderate their feelings socially and emotionally. Managing Self · To develop a sense of responsibility and feel part of the school community. · To increase concentration and perseverance. Building Relationships · To build positive relationships with adults and peers. · To see themselves as a valuable individual.		Self-regulation · To become confident to make independent choices. · To Show resilience and perseverance in the face of a challenge. Managing Self · To increasingly follow rules, understanding why they are important. · To show increasing confidence, independence and resilience. · To use initiative. Building Relationships · To express feelings and consider the feelings of others. · To work as part of a team.		Self-regulation · To show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. · To show confidence and self-esteem. · To display a responsible attitude. · To give focused attention to what the adult says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas and or actions. Managing Self	


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					<ul style="list-style-type: none"> · To be confident to try new activities and show independence, resilience and perseverance in the face of challenge · To explain the reasons for rules, know right from wrong and try to behave accordingly · To 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</p> <ul style="list-style-type: none"> · To work and play cooperatively and take turns with others · To form positive attachments to adults and friendship with peers · To show sensitivity to their own and other's needs · To help to find solutions to conflicts and rivalries. · To talk about plans and rules for games and play. 	
<p>Physical</p> 	<p>Gross Motor</p> <ul style="list-style-type: none"> · Combine different movements with ease and fluency · Further develop and refine a range of ball skills including, throwing, catching, kicking and passing · Develop overall body strength, coordination, balance and agility. <p>Fine Motor</p> <ul style="list-style-type: none"> · Develop fine motor skills so that children can use a range of tools competently, safely and confidently. 		<p>Gross Motor</p> <ul style="list-style-type: none"> · Negotiate space and obstacles safely, with consideration for themselves and others · Demonstrate strength, balance and co-ordination · Revise and refine the fundamental movement skills e.g. rolling, crawling, jumping etc <p>Fine Motor</p> <ul style="list-style-type: none"> · Use core muscle strength to achieve good posture when sitting at a table or sitting on the floor. 		<p>Gross Motor</p> <ul style="list-style-type: none"> · Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball - Progress towards a more fluent style of moving with developing control and grace · Move energetically, such as running, jumping, dancing, hopping, skipping and climbing <p>Fine Motor</p> <ul style="list-style-type: none"> · Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all areas · Use a range of small tools, including scissors, paint brushes and cutlery · Begin to show accuracy and care when drawing 	
<p>Communication and Language</p>  <p>BSL signs and phrases relevant to the children are taught throughout the school year.</p>	<p>Listening and Attention</p> <ul style="list-style-type: none"> · Understand how to listen carefully and why listening is important · Engage in story time · Listen to and talk about stories to build familiarity and understanding · Use new vocabulary in different contexts · Learn rhymes, poems, and songs · Engage in non-fiction books <p>Speaking</p> <ul style="list-style-type: none"> · Learn new vocabulary · Use new vocabulary through the day · Describe events in some detail 		<p>Listening and Attention</p> <ul style="list-style-type: none"> · Articulate ideas and thoughts in well-formed sentences · Connect one idea or action to another using a range of connectives · Listen carefully to rhymes and songs, paying attention to how they sound · Engage in non-fiction books <p>Speaking</p> <ul style="list-style-type: none"> · Ask questions to find out more and to check they understand what has been said to them · Use talk to help work out problems and organise thinking and activities, and to explain how things work and what might happen 		<p>Listening and Attention</p> <ul style="list-style-type: none"> · 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 · Make comments about what they have heard and ask questions to clarify their understanding · Hold a conversation when engaged in back-and-forth exchanges with their peers and teachers <p>Speaking</p> <ul style="list-style-type: none"> · Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary 	

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	· Develop social phrases e.g. Good morning – how are you? Thank you, you’re welcome.				· Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate · 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 teachers.	
Literacy 	Comprehension Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate key events in stories. Word reading Say a sound for most letters in the alphabet Writing Begin to write some recognisable letters, some of which are correctly formed		Comprehension Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play and through their play. Word reading Say a sound for each letter in the alphabet Read words consistent with their phonic knowledge by sound-blending. Writing Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters.		Comprehension Refine use of vocabulary learned across the curriculum Word reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Writing Write simple phrases and sentences that can be read by others.	
Stories and books to be shared	When our children start school, we aim to instill within them a love of books and a positive association with reading from the very beginning. Quality time is spent with the children, allowing them to choose which books they would like to share, according to what interests them, or if they simply like the look of it! Children who read for pleasure are more likely to succeed. Part of this success is giving them the skills on how to choose books independently. The adults within our setting are here to guide them through this enjoyable process, in the hope that it will become a habit that will last a lifetime. As well as following the lead of the children, the adults ensure that relevant books are shared with the children at different times of the year. For example, ‘The Best Diwali Ever’ and ‘Starting School’.					
Books we may share this term	The Best Diwali Ever The Moon Stick Man Hairy MacLary collection One Gorilla Tree The Birth of Jesus Amelia Earhart None the Number The Way Back Home Julian Is a Mermaid David Bowie		Easter Cards Eggs and Chicks Bonkers about Beetles The Eggbox Dragon Tree Polar Bears Six Dinner Sid Someone Swallowed Stanley Here We Are David Attenbrough Aretha Franklin Jean-Michel Basquiat		The River Omar and the Bees We Sang Across the Sea Tree Tadpole and Frogs Look Up The Magic Paintbrush Frida Kahlo Michelle Obama Rosa Parks	

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Writing opportunities	The Message Centre Story Scribing List writing Chalk Boards Invitations Christmas Cards Diwali Cards Birthday Cards Rosh Hashanah cards		The Message Centre Story Scribing Chalk Boards Easter cards List writing Letters Poster making Sign Making Letter to ...		The Message Centre Story Scribing Chalk Boards List writing Letter to... Invitations Instructions Menu	
Examples of adult supported and independent writing opportunities.	<p>There are many opportunities for writing that happen through play. Here are a few examples.</p> <ul style="list-style-type: none"> • Story scribing. • Sign making and label making. • Making lists and menus. • Writing recipes. • Creating posters and invitations for plays, pop-up galleries. • Creating and writing cards for special days throughout the year, linking to RE. • Thank you cards. • Simple notes for other adults within the school. • Writing letters to the Foundation Stage tree. 					
Reading opportunities	RWINC systematic teaching of reading – followed with fidelity Daily story-time / 1:1 reading / Book Sharing Time / Books throughout the provision					
<p>Maths Number</p>  <p>(more details on daily discreet planning - NCETM)</p>	<p>This half term we will be learning to finish and create different patterns and learn about the numbers 0-4, understanding what the value of those numbers means. We will use the language of comparison, including 'more than' and 'fewer than'. To use subitising to compare sets.</p>	<p>This half term we will continue from first half-term subitise within 5, perceptually and conceptually, depending on the arrangements. We will compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.</p>	<p>This half term we will increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements. We will continue to compare sets by matching, identifying when sets are equal.</p>	<p>This half term we will explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'. compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.</p>	<p>This half term we will subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10. We will be encouraged to identify when it is appropriate to count and when groups can be subitised.</p>	<p>In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.</p>

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<p>Maths Pattern</p> 	<p>Use language of time linked to school day- before lunch, after phonics Explore repeating pattern</p>	<p>Talk about seasonal change incorporating vocabulary to do with temperature and change in daylight. Compare lengths, weights and capacity.</p>	<p>Use language of time with increasing accuracy; later, yesterday, tomorrow, a long time ago</p>	<p>Talk about seasonal change incorporating vocabulary to do with temperature and change in daylight.</p>	<p>Explore concept of symmetry To be able to articulate why something is symmetrical</p>	<p>Be able to identify and correct a fault in a pattern.</p>
<p>Maths Space and Measure</p> 	<p>Understand position through words alone Explore shape in nature</p>	<p>Compose and decompose shapes so that children recognise that shapes can have other shapes within it.</p>	<p>Select, rotate and manipulate shapes to develop spatial reasoning skills</p>	<p>Begin to make increasingly accurate measurement predictions and test.</p>	<p>Encourage accurate comparison and correct use of comparative language within nature.</p>	<p>Make predictions and test them about which container will hold the most</p>
<p>Understanding the World</p>  <p>The Natural World</p>		<p>To begin to understand the effects of the changing seasons around them using language related to seasonal change.</p> <p>To experience Autumnal walks.</p> <p>To share texts and educational videos relating to seasonal change. To collect natural found resources relating to Autumn to create collage. Describe what they see, hear and smell outside using appropriate vocabulary.</p>	<p>Make 2D and 3D maps to support their retelling of chosen stories shared at school.</p>	<p>To understand the effects of the changing seasons around them. Using non fiction texts and spring walks, children notice and comment on seasonal changes.</p>	<p>Explore the natural world around them. Make predictions and diaries about the growth of their plant. Experience life cycle of frog during visits to our wildlife area..</p>	<p>Recognise some similarities and differences between life in this country and life in other countries.</p>

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<p>Understanding the World</p>  <p>Science/enquiries</p>	<p>To name body parts and further explore ways in which our bodies function.</p>	<p>Changing materials-cooking To talk about the differences between materials and changes they notice. Making vegetable soup, help children to notice and use vocabulary related to changes that have occurred (hot, soft, thick) To predict what will happen to the vegetables as they cook.</p>	<p>To encourage the children to make predictions and support them in setting up simple experiments about where and when ice might form and where and when ice might melt. To support children to conduct simple experiments as to which material is most weatherproof and encourage them to make predictions and provide simple explanations for results.</p>	<p>To make predictions about the impact of simple forces on everyday objects. Baking to help children to notice change in states of materials. To support children to make predictions and describe changes in states of materials when baking.</p>	<p>Learn about the life cycles of animals and plants (see above)</p>	<p>To design and make bridges/Egg Box Structures/Den Making</p>
<p>Understanding the World People and Communities</p> 	<p>Talk about members of their immediate family and community. Name and describe people who are familiar to them. RE link.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways. Children will experience different celebrations through texts, video, food, decorations- looking for similarities and differences between different cultural celebrations.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>					<p>To name and describe people who are familiar to them. Learn the names and meet of Y1 teachers and staff. Discuss different jobs/occupations that people have. What do people do? Who helps us in different situations? Visit from firefighters / police / nurse.</p>

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Understanding of past and present	<p>How have I changed since I was a baby? Why do we wear different clothes during the year? What are our favourite celebrations each year? Coverage of these three units will be covered across the year to link with the cross curricular nature of the EYFS and to support childrens' understanding of chronology and passing of time e.g. seasons as they change. These units will help develop their historical understanding by supporting understanding of: Changes over time Talking about the lives of the people around them and their roles in society. Knowing some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understanding the past through settings, characters and events encountered in books read in class and storytelling. Children will develop their understanding and ability to communicate about their recent chronology through the use of a class time line which is referred to throughout the year To comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p>					
EAD 	(A) Explore, use and refine a variety of artistic effects to express their idea and feelings for drawing, painting and collage and print · (M) Listen attentively, move to and talk about music, expressing their feelings and responses · Sing in a group or on their own, increasingly matching the pitch and following the melody	(A) Return to and build on their previous learning, refining ideas and developing their ability to represent them for drawing, painting and collage and print Create collaboratively sharing ideas, resources and skills for drawing, painting and collage and print · (M) Watch and talk about dance and performance art, expressing their feelings and responses Explore and engage in music making and dance, performing solo or in groups	· (A) Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, form and function for drawing, painting and collage and print Share their creations, explaining the process they have used for drawing, painting and collage and print and sculpture (M) Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time to music			