



Early Years Foundation Stage Curriculum

Intent

At St Cuthbert with St Matthias Primary School, within our Early Years phase we strive to offer a varied and exciting curriculum to meet the needs of all children within our care. We believe that the Early Years builds the firm foundation to make progress through our school and beyond.

We provide early education for children aged 2-5 years, starting with 2 year old funded places, Nursery provision and Reception class.

We follow the EYFS curriculum using Development Matters as a guide to incorporate the seven areas of learning. All areas of learning are important and inter-connected.

Prime Areas

1. Communication and Language
2. Physical Development
3. Personal, Social and Emotional Development

Specific Areas

4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive Arts and Design

Implementation

The learning environments in our Nursery and Reception classes offer stimulating activities to meet the different needs of the children attending our school.

The seven areas of the curriculum are implemented by providing a safe environment which allows children to grow and develop their own independence. The environment supports children who speak more than one language through singing, storytelling and narration of play.

The Characteristics of Effective Teaching and Learning support the children to develop key skills.

Playing and Exploring

Active Learning

Creating and Thinking Critically

We encourage children to follow their own interests and develop their knowledge through play based exploration, questioning with support from adults to engage in activities which extend their learning.

Adults follow the seven key features of effective practice to support all children in the learning environment.

1. The best for every child
2. High-quality care
3. The curriculum: what we want children to learn
4. Pedagogy: Helping children to learn
5. Assessment: Checking what children have learnt
6. Self-regulation and executive function
7. Partnership with parents

Impact

Children make the transition from the Early Years phase into Year One as independent learners who are motivated to take on new challenges and embrace the creative curriculum offered in Key Stage

Our Curriculum Overview

Our curriculum is topic based and we select songs, books and stories to support the learning. As well as engaging the children in adult led themes we encourage the children to share their own experiences and develop their own ideas. We “plan in the moment” to develop the children’s interests, resources are easily accessed within the free flow provision and children are able to self-select to lead their own learning.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Growing up What can I do? My body.	Fairy Tales and Castles	On the farm	Wheels on the Bus!	Mini Beasts Growing in the Garden	Water, water everywhere!
Suggested Stories	Starting school Harry and the dinosaurs go to school Introduce nursery rhymes It’s Okay to be Different The Paper Dolls No Matter What All about me My Amazing Body All kinds of people Kindness makes us strong	Three Little Pigs Jack and the Beanstalk Gingerbread Man Jasper’s Beanstalk Rapunzel The enormous turnip Goldilocks’ and the three bears Look out it’s a dragon You Can’t eat a princess	A year on the farm Oliver’s vegetables Farmer Duck The Little Red Hen Handa’s Surprise Farm Animals Red Hen Oink! Moo! How do you do? Old Macdonald had a farm Daisy and the Egg	Naughty Bus The wheels on the bus go round and round Magic train ride The Journey home form Grandpa’s Emergency Felix the Fire Engine	What the ladybird heard The hungry caterpillar The very busy spider Snail Trail Superworm Aaaaarrgghh, Spider I really wonder what I am growing (Charlie and Lola) The Enormous Potato The Tiny Seed Katie and the Sunflowers Jasper’s Beanstalk	Rainbow Fish Mr Gumpy’s Outing Lost and Found Once upon a raindrop What makes it rain? Hooray for Fish Tiddler Lucy and Tom go to the Seaside

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language	Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'. Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.	Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult.	Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Use longer sentences of four to six words.	Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or friend and continue it for many turns. Use talk to organise themselves and their play.
Physical Development	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Use large-muscle movements to wave flags and streamers, paint and make marks. Show a preference for a dominant hand	Skip, hop, stand on one leg and hold a pose for a game like musical statues. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.	Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Use a comfortable grip with good control when holding pens and pencils.	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Start eating independently and learning how to use a knife and fork.	Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing. Use one-handed tools and equipment, for example, making snips in paper with scissors.

Personal, social and emotional development	Select and use activities and resources, with help when needed. Develop their sense of responsibility and membership of a community.	Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations.	Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.	Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them	Develop appropriate ways of being assertive. Talk with others to solve conflicts.	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling.
Literacy	Understand the five key concepts about print: - 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	Understand the five key concepts about print: - 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	Engage in extended conversations about stories, learning new vocabulary.	Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mummy	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name.	Write some letters accurately.
Mathematics	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5.	Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').	Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5.	Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical	Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty',	Make comparisons between objects relating to size, length, weight and capacity. Understand position through words alone – for example, "The bag

	Say one number for each item in order: 1,2,3,4,5.	Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.	Compare quantities using language: 'more than', 'fewer than'.	language: 'sides', 'corners'; 'straight', 'flat', 'round'. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones - an arch, a bigger triangle etc.	'blobs' etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Provide	is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'
Understanding the world	Begin to make sense of their own life-story and family's history.	Use all their senses in hands on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.	Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos	Explore how things work Show interest in different occupations.	Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.	Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.
Expressive arts and design	Take part in simple pretend play, using an object to represent something else even though they are not similar.	Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.	Develop their own ideas and then decide which materials to use to express them.	Draw with increasing complexity and detail, such as representing a face with a circle and including details.	Explore colour and colour mixing. Show different emotions in their drawings –	Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p>	<p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Remember and sing entire songs.</p>	<p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p>	<p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Play instruments with increasing control to express their feelings and ideas</p>	<p>happiness, sadness, fear etc.</p> <p>Create their own songs, or improvise a song around one they know.</p>	<p>Explore colour and colour mixing.</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Getting to know you	Weather and Changing Seasons	Walking through the Jungle	Superheroes	Lost in Space	Under the Sea
Suggested Stories	Just us three Titch Super Duper You It's Okay to be Different The Growing Story Only One You You Choose Marvellous Me My world Your World The lion inside The Colour Monster Feelings	Tree: Seasons come, Seasons Go Snowballs Percy the Park Keeper After the storm Elmer and the Rainbow The Wind Blew Seasons Weather books Rosie's hat Once upon a raindrop	Walking through the Jungle Dear Zoo Oi Frog On the Way Home Creature Features Poo in the Zoo Rumble in the Jungle The Giraffe who got in a knot Giraffe's can't dance Animal Boogie Monkey Puzzle	Supertato Traction Man Elliot the Midnight Superhero Super Daisy My mum is a Supermum Ten Little Superheroes Micheal Recycle Superkid Super Duck Help! I need my Superheroes	Astro Girl Aliens love Underpants The Marvellous Moon Map Living in Space Bob the Man on the Moon Zoom Rocket Zoom La Luna	Sharing a shell The Fish who could Wish Tiddler Information Books Dougal's Deep Sea Diary Sharing a shell The Snail and the Whale Commotion in the Ocean Shark in the Park What the Ladybird Heard at the seaside

Children will work towards the Early Learning Goals and will be assessed at the end of the year to judge who is at the expected level of development and who is working towards.

Communication and Language

1. Listening, Attention and Understanding ELG

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language	<p>Develop social phrases.</p> <p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary</p> <p>Use new vocabulary through the day.</p> <p>Use new vocabulary in different contexts</p>	<p>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>Learn rhymes, poems and songs.</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Engage in non-fiction books.</p>	<p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>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>Engage in non-fiction books.</p>
Physical Development	<p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>Progress towards a more fluent style of moving, with developing control and grace</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>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>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene</p>	<p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p> <p>Combine different movements with ease and fluency.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility</p> <p>Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene</p>

					of 'screen time' - having a good sleep routine - being a safe pedestrian	
Personal, social and emotional development	See themselves as a valuable individual. Build constructive and respectful relationships.	Identify and moderate their own feelings socially and emotionally.	Express their feelings and consider the feelings of others	Think about the perspectives of others Manage their own needs.	Manage their own needs. Show resilience and perseverance in the face of challenge	Show resilience and perseverance in the face of challenge
Literacy	Read individual letters by saying the sounds for them Form lower-case and capital letters correctly. (Write own name)	Blend sounds into words, so that they can read short words made up of known letter– sound correspondences	Read some letter groups that each represent one sound and say sounds for them Read a few common exception words matched to the school's phonic programme.	Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	Spell words by identifying the sounds and then writing the sound with letter/s Form lower-case and capital letters correctly.	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense
Mathematics	Count objects, actions and sounds. Count beyond ten. (verbal) Compare numbers.	Subitise. Link the number symbol (numeral) with its cardinal number value.	Compare length, weight and capacity. Select, rotate and manipulate shapes in order to develop spatial reasoning skills.	Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns	Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10.	Automatically recall number bonds for numbers 0–10
Understanding the world	Talk about members of their immediate	Comment on images of familiar	Compare and contrast characters	Understand that some places are	Draw information from a simple map.	Explore the natural world around them.

	family and community. Name and describe people who are familiar to them.	situations in the past. Recognise that people have different beliefs and celebrate special times in different ways. Understand the effect of changing seasons on the natural world around them	from stories, including figures from the past. Recognise some similarities and differences between life in this country and life in other countries.	special to members of their community.	Recognise some environments that are different to the one in which they live	Describe what they see, hear and feel whilst outside.
Expressive arts and design	Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Develop storylines in their pretend play	Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.	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	Return to and build on their previous learning, refining ideas and developing their ability to represent them.	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.

Children at the expected level of development will:

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 conversation when engaged in back-and-forth exchanges with their teacher and peers.

2. Speaking ELG

Children at the expected level of development will:

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;

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 teacher.

Personal, Social and Emotional Development

3. Self-Regulation ELG

Children at the expected level of development will:

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

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

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

4. Managing Self ELG

Children at the expected level of development will:

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

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

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

5. Building Relationships ELG

Children at the expected level of development will:

Work and play cooperatively and take turns with others;

Form positive attachments to adults and friendships with peers;

Show sensitivity to their own and to others' needs.

Physical development

6. Gross Motor Skills ELG

Children at the expected level of development will:

Negotiate space and obstacles safely, with consideration for themselves and others;

Demonstrate strength, balance and coordination when playing;

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

7. Fine Motor Skills ELG

Children at the expected level of development will:

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;

Use a range of small tools, including scissors, paint brushes and cutlery;

Begin to show accuracy and care when drawing.

Literacy

8. Comprehension ELG

Children at the expected level of development will:

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;

Anticipate – where appropriate – key events in stories;

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

9. Word Reading ELG

Children at the expected level of development will:

Say a sound for each letter in the alphabet and at least 10 digraphs;

Read words consistent with their phonic knowledge by sound-blending;

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

10. Writing ELG

Children at the expected level of development will:

Write recognisable letters, most of which are correctly formed;

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

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

Mathematics

11. Number ELG

Children at the expected level of development will:

Have a deep understanding of number to 10, including the composition of each number;

Subitise (recognise quantities without counting) up to 5;

Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

12. Numerical Patterns ELG

Children at the expected level of development will:

Verbally count beyond 20, recognising the pattern of the counting system;

Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;

Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

13. Past and Present ELG

Children at the expected level of development will:

Talk about the lives of the people around them and their roles in society;

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;

Understand the past through settings, characters and events encountered in books read in class and storytelling;

14. People Culture and Communities ELG

Children at the expected level of development will:

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;

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;

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

15. The Natural World ELG

Children at the expected level of development will:

Explore the natural world around them, making observations and drawing pictures of animals and plants;

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;

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

16. Creating with Materials ELG

Children at the expected level of development will:

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;

Share their creations, explaining the process they have used;

Make use of props and materials when role playing characters in narratives and stories.

17. Being Imaginative and Expressive ELG

Children at the expected level of development will:

Invent, adapt and recount narratives and stories with peers and their teacher;

Sing a range of well-known nursery rhymes and songs;

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

