



EYFS CURRICULUM OUTLINE

Autumn Term	Spring Term	Summer Term
<p>Getting to know you, Autumn, Little Red Hen, Diwali, Christmas</p> <p style="font-size: small;">Our topics are based on children's interests and needs so are subject to change.</p>	<p>Winter, Traditional Tales, The Farm</p> <p style="font-size: small;">Our topics are based on children's interests and needs so are subject to change.</p>	<p>Spring, Lifecycles, Mini-beasts, Summer</p> <p style="font-size: small;">Our topics are based on children's interests and needs so are subject to change.</p>

Areas of Learning

<p>Personal Social and Emotional Development</p> 	<p>These skills will be taught continually through opportunities within our Continuous provisions, interactions with staff and peers, daily reading and recall of rhymes, songs and stories, small group discussions e.g. circle time.</p> <p>Self-regulation</p> <ul style="list-style-type: none"> To express how they feel. To understand how another person might be feeling. To control their impulses when necessary. To follow instructions. Show resilience and perseverance in the face of challenge. <p>Managing self</p> <ul style="list-style-type: none"> To attend to their basic needs regarding toileting, hunger and hygiene. To speak to others about own needs. To follow rules and understand the need for them. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian. <p>Building relationships</p> <ul style="list-style-type: none"> To take turns in conversation and play, using language to facilitate this. To communicate with both adults and children in the setting. <p>See themselves as a valuable individual.</p>
<p>Communication and Language</p> 	<p>These skills will be taught continually through opportunities within our continuous provisions, interactions with staff and peers, daily reading and recall of rhymes, songs and stories, small group discussions e.g. circle time.</p>



Listening, Attention and Understanding

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?"

Understand how to:

- listen carefully and why listening is important.
- Ask questions to find out more and to check they understand what has been said to them.
- Engaging actively with stories, rhymes, non fiction and poetry
- Respond to questions

Demonstrate understanding of new vocabulary

Ask questions or make comments about what they have read, heard or seen.

Hold a back-and-forth exchange with their peers and teachers.

Listen to and talk about stories to build familiarity and understanding.

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Speaking

To participate in small group, class and one-to-one discussions.

Practice their spoken skills in a range of activities such as role play, conversations and story telling.

To know a range of poems, rhymes and stories.

To demonstrate a growing vocabulary that is influenced by stories heard and books that have been read.

To use a range of social sentences eg Good morning.

To speak in full sentences.

To describe events in detail.

To use past, present and future tenses.

To use conjunctions such as 'and', 'but' 'because' etc.

Vocabulary

The 'Clever Concepts' semantics programme is used to develop children's vocabulary. Key words are identified and taught specifically. Use of a 'word tree' highlights vocabulary as a classroom priority.

Intervention

For children who need additional support with language, the Nuffield Early Language Intervention (NELI) programme is currently used as an intervention. Children may also be referred to the speech and language service.

Physical Development



Physical Development is taught through weekly P.E. sessions and through daily continuous provision, especially outdoors.

Gross Motor

These skills will be taught: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.

To develop and refine ball skills including: throwing, catching, kicking, passing, batting, and aiming.

Fine Motor

These skills will be taught in order to use a range of tools competently, safely and confidently (pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons):

- To draw freely.
- To hold a pencil effectively.
- To form letters accurately.
- To tear papers.
- To cut with scissors.
- To eat with cutlery.
- To paint with a variety of objects.

Literacy



Literacy is taught in a range of ways at Brocks Hill. There are daily synthetic, systematic phonics sessions and children are heard to read individually each week. There are daily sessions for reading of stories. Other approaches such as Pie Corbett’s Talk for Writing are used throughout the year depending on topic theme.

Comprehension

- Children can sequence the events in a story.
- Make predictions and suggest how a story might end.
- Children can answer simple ‘What or Why questions’ about a story.
- Knows that information can be retrieved from books/posters.

Reading

- Children enjoy/love listening to and exploring fiction and non-fiction books.
- Children understand that print has meaning and that it is read from left to right.
- Children can link some sounds to individual letters.

Comprehension

- Children can sequence the events in a story
- Make predictions and suggest how a story might end.
- Children can retell some familiar stories.
- Children are starting to use vocabulary and forms of speech that are influenced by their experiences of books.
- Children can answer simple ‘What or Why questions’ about a story.
- Knows that information can be retrieved from books/computers/posters.
- Children understand what they have read. Would be able to match a sentence/word to a picture.


Comprehension

- Children can sequence the events in a story
- Make predictions and suggest how a story might end.
- Children can retell some familiar stories.
- Children are starting to use vocabulary and forms of speech that are influenced by their experiences of books.
- Children can answer simple ‘What or Why questions’ about a story.
- Knows that information can be retrieved from books/computers/posters.
- Children understand what they have read. Would be able to match a sentence/word to a picture.


	<p>Writing</p> <ul style="list-style-type: none"> • Children will be able to write their own name. • Children can break the flow of speech into words. • Children can write words using the sounds that they know and will have a go at writing other words. • Children will be able to blend and segment CVC words. 	<p>Reading</p> <ul style="list-style-type: none"> • Children enjoy/love listening to and exploring fiction and non-fiction books. • Children understand that print has meaning and that it is read from left to right. • Children can link sounds to individual letters and 10 diagraphs. • Children can blend and segment words using the sounds that they know. • 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. <p>Writing</p> <ul style="list-style-type: none"> • Children will be able to write their own name. • Form lower-case and capital letters correctly • Children can break the flow of speech into words. • Children can write words using the sounds that they know and will have a go at writing other words. 	<p>Reading</p> <ul style="list-style-type: none"> • Children enjoy/love listening to and exploring fiction and non-fiction books. • Children understand that print has meaning and that it is read from left to right. • Children can link sounds to individual letters and 10 diagraphs. • Children can blend and segment words using the sounds that they know. • 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. <p>Writing</p> <ul style="list-style-type: none"> • Children will be able to write their own name. • Form lower-case and capital letters correctly • Children can break the flow of speech into words. • Children can write words using the sounds that they know and will have a go at writing other words. • Children can write a simple sentence and are may begin to understand finger spaces and full stops.
<p>Mathematics</p>	<p>Maths skills and knowledge are taught through discrete maths lessons x4 per week. Maths opportunities are available within the continuous provisions e.g. sand and water areas gives children opportunities to discuss capacity and weight.</p>		
	<ul style="list-style-type: none"> • To be able to count forwards to 10. • To subitise small quantities (below 5). 	<ul style="list-style-type: none"> • To be able to count forwards and backwards to 10. 	<ul style="list-style-type: none"> • To be able to count forwards and backwards to 10.

	<ul style="list-style-type: none"> • To compare quantities with low cognitive load knowing which has more or fewer. • To begin to have a simple understanding of time and use appropriate vocabulary. • To explain their reasoning verbally to another peer or adult. • Continue, copy and create repeating patterns. • To know names of some 2D shapes. • To know names of some 3D shapes. • Begin to compare length, weight and capacity. 	<ul style="list-style-type: none"> • To subitise small quantities (up to 5). • To begin to demonstrate understanding of the composition of numbers up to 10. • To add and subtract confidently using resources. • To compare quantities with low cognitive load knowing which has more or fewer. • To begin to understand the meaning of, and how to half or double. • To have a simple understanding of time and use appropriate vocabulary. • To explain their reasoning verbally to another peer or adult. • Continue, copy and create repeating patterns. • To know names and properties of some 2D shapes. • To know names of 3D shapes. • Compare length, weight and capacity. 	<ul style="list-style-type: none"> • To subitise small quantities. • To demonstrate understanding of the composition of numbers up to 10. • To add and subtract confidently using resources as needed. • To compare quantities with low cognitive load knowing which has more or fewer. • To understand the meaning of, and how to half or double. • To have a simple understanding of time and use appropriate vocabulary. • To explain their reasoning verbally to another peer or adult. • Continue, copy and create repeating patterns. • To know names and properties of 2D shapes. • To know names of 3D shapes. • Compare length, weight and capacity.
<p>Understanding the world</p> 	<p>Understanding the World is taught in a variety of ways including direction instruction and explanation, stories and non-fiction books, continuous provision activities such as investigations, and participation in celebrations and occasions.</p>		
<p>Natural world</p> <ul style="list-style-type: none"> • To describe what they see, hear and feel whilst outside. • To observe and notice differences in seasons. • To describe different sorts of weather. • To know names of and begin to describe different animals, reptiles and fish. • To observe and notice the natural world around them. • To draw pictures of things they notice. • To begin to know some ways of keeping healthy. 	<p>Natural world</p> <ul style="list-style-type: none"> • To describe what they see, hear and feel whilst outside. • To observe and notice differences in seasons. • To describe different sorts of weather • To know names of and begin to describe different animals, reptiles and fish. • To draw pictures of things they notice. • To know that we have an ecologically diverse world. 	<p>Natural world</p> <ul style="list-style-type: none"> • To observe and notice differences in seasons. • To describe different sorts of weather. • To know names of and begin to describe different animals, reptiles and fish. • To observe and notice the natural world around them. • To draw pictures of things they notice. • To know that we have an ecologically diverse world. 	

	<ul style="list-style-type: none"> To understand the importance of tooth brushing. 	<ul style="list-style-type: none"> To experience changing states of matter such as melting, freezing and evaporating. To experience concepts such as floating, sinking and magnetism. To know some ways of keeping healthy. To understand the importance of tooth brushing. 	<ul style="list-style-type: none"> To experience changing states of matter such as melting, freezing and evaporating. To experience concepts such as floating, sinking and magnetism. To know some ways of keeping healthy. To understand the importance of tooth brushing.
	<p>Past and present</p> <ul style="list-style-type: none"> To talk about lives of people around them e.g. their family and lives of those in wider community. To develop an understanding of yesterday, today and tomorrow. To know that they have changed over time from a baby to a toddler to a 4/5 year old. To read stories and look at books and pictures that show life in the past. 	<p>Past and present</p> <ul style="list-style-type: none"> To talk about lives of people around them e.g. their family and lives of those in wider community To develop an understanding of yesterday, today and tomorrow. To know life was different in the past. To read stories and look at books and pictures that show life in the past. To understand and use words such as yesterday, tomorrow, today, last week, a long time ago. 	<p>Past and present</p> <ul style="list-style-type: none"> To talk about lives of people around them e.g. their family and lives of those in wider community To develop an understanding of yesterday, today and tomorrow. To develop an understanding of the past as time that has gone by. To know life was different in the past. To read stories and look at books and pictures that show life in the past. To understand and use words such as yesterday, tomorrow, today, last week, a long time ago.
	<p>People, Culture and Communities</p> <ul style="list-style-type: none"> To develop a sense of the immediate world around them through visiting parks, libraries etc. and meeting important members of the community such as dentists, doctors, nurses. To look at books and hear stories about life in other places. To look at maps of their school, their town and the world. Draw information from a simple map e.g. map of Little Red Hen's journey. To know that different there are different types of families. 	<p>People, Culture and Communities</p> <ul style="list-style-type: none"> To develop a sense of the immediate world around them through visiting parks, libraries etc. and meeting important members of the community such as dentists, doctors, nurses. To look at books and hear stories about life in other places. To look at maps of their school, their town and the world. Draw information from a simple map e.g. map of Little Red Hen's journey. To know that different there are different types of families. 	<p>People, Culture and Communities</p> <ul style="list-style-type: none"> To develop a sense of the immediate world around them through visiting parks, libraries etc. and meeting important members of the community such as dentists, doctors, nurses. To look at books and hear stories about life in other places. To look at maps of their school, their town and the world. Draw information from a simple map e.g. map of Little Red Hen's journey. To know that different there are different types of families.

	<ul style="list-style-type: none"> • To know that children may have different faiths. • Understand that some places are special to members of their community e.g. church, mosque, gurdwara. Visit to the church at Christmas? • To know that some families mark festivals and events (Diwali, Hanukkah, Christmas, Eid, Bonfire Night, Remembrance Day) and know how these may be celebrated. • To listen to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally diverse world. 	<ul style="list-style-type: none"> • To know that children may have different faiths. • Understand that some places are special to members of their community e.g. church, mosque, gurdwara. Visit to the church at Christmas? • To know that some families mark festivals (Vaisakhi, Chinese New Year, Easter, Eid) and know how these may be celebrated. • To listen to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally diverse world. 	<ul style="list-style-type: none"> • To know that children may have different faiths. • Understand that some places are special to members of their community e.g. church, mosque, gurdwara. Visit to the church at Christmas? • To know that some families mark festivals (Vaisakhi, Eid) and know how these may be celebrated. • To listen to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally diverse world. 	
<p>Expressive Arts and Design</p> 	<p>This area is taught in a range of ways including direction instruction and explanation, continuous provision activities and participation in celebrations and occasions. Continuous provision ensures daily access to a range of media to make models, paint and draw with. Music is taught through all areas of the curriculum through singing, listening rhythm and body percussion, moving to music, and exploring percussion instruments. Dance is taught in PE sessions.</p>	<ul style="list-style-type: none"> • To safely use a range of tools (scissors, pencils, crayons, paint and paint brushes), media and techniques • To experiment with colour, design, texture, form and function • Opportunities to see works of art created by others. • Opportunities to share their own creations, explaining the processes they have used. • Observational drawings of the world around them • To explore and experiment with a wide range of media and materials • To safely use a range of tools (knife for buttering and cutting), media and techniques 	<ul style="list-style-type: none"> • To explore and experiment with a wide range of media and materials • To safely use a range of tools (scissors, pencils, crayons, paint and paint brushes), media and techniques • To experiment with colour, design, texture, form and function • Opportunities to see works of art created by others. • Opportunities to share their own creations, explaining the processes they have used. • Observational drawings of the world around them • To explore and experiment with a wide range of media and materials 	<ul style="list-style-type: none"> • To explore and experiment with a wide range of media and materials • To safely use a range of tools (scissors, pencils, crayons, paint and paint brushes), media and techniques • To experiment with colour, design, texture, form and function • Opportunities to see works of art created by others. • Opportunities to share their own creations, explaining the processes they have used. • Observational drawings of the world around them • To explore and experiment with a wide range of media and materials

	<ul style="list-style-type: none"> • To experiment with colour, design, texture, form and function • To look at models and structures made by others – junk modelling • Frequent opportunities to listen to and talk about different types of music • To sing a range of well known songs and rhymes • To explore different instruments • To move in time with music • To talk about loud and quiet • To perform songs, rhymes and poems with others. Eg Little Red Hen story and song 	<ul style="list-style-type: none"> • To safely use a range of tools (knife for buttering and cutting), media and techniques • To experiment with colour, design, texture, form and function • To look at models and structures made by others • Frequent opportunities to listen to and talk about different types of music • To sing a range of well known songs and rhymes • To know the names of different sorts of musical instruments • To explore different instruments • To move in time with music • To talk about loud and quiet • To hold a steady beat • To perform songs, rhymes and poems with others. 	<ul style="list-style-type: none"> • To safely use a range of tools (knife for buttering and cutting), media and techniques • To experiment with colour, design, texture, form and function • To look at models and structures made by others • Frequent opportunities to listen to and talk about different types of music • To sing a range of well known songs and rhymes • To know the names of different sorts of musically instruments • To explore different instruments • To move in time with music • To talk about loud and quiet • To hold a steady beat • To perform songs, rhymes and poems with others.
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Other areas of provision	
<p>Parents as partners and community cohesion</p> 	<p>Activities include:</p> <ul style="list-style-type: none"> • Phonics workshop, Getting Ready to Write workshop, Mathematics workshop, 6Rs workshop • Induction meetings, Parents consultations • Big Arts week, Wellbeing days, Grandparent Gardening day, Diwali activity, Decorations morning, Story-telling morning, Mothers’ Day event, Fathers’ Day event, Christmas production. <p>Use of Tapestry to share observations and ‘What are we learning?’ weekly sheets.</p>
<p>6Rs</p>	<p>This area is a continual focus and is embedded through circle time sessions and use of language throughout the provision.</p>