

Early Years Curriculum progression with termly milestones leading toward end of year outcomes.

This Early Years Curriculum captures the statutory curriculum requirements, is informed by Development Matters 2021 and includes curricular ambition with regard to each area of learning. The DSAT Early Years Curriculum has been written to support schools in creating their own, ambitious EY curriculum. It also takes account of teacher and leader workload, so offers schools a base-document to add curricular content (substantive concepts, knowledge and vocabulary) so that it is unique to the school. Each school's curriculum drivers will provide a context for the EY Curriculum, and year on year identified on-entry deficits will shape and inform the curriculum so that children's needs are met, learning is secure and children throughout their early years start to school life, achieve well. As a result of an ambitious EY Curriculum, effective teaching, learning and assessing practices, as well as crafted and intentional continuous provision - children will be ready for Y1 and their transition seamless. Schools, whilst maintaining fidelity with the DSAT EY Curriculum, will create a bespoke curriculum for their setting which feeds seamlessly into Y1. Further detail and support regarding Early Reading, Early Writing and Early Number can be found in DSAT Early documents [DSAT Early docs folder](#).

Children with SEND and from disadvantaged backgrounds - schools (through additional teaching, provision and school practices) will enable children with SEND and identified vulnerable (including children from disadvantaged backgrounds and lowest 20%) to make up ground when they start school. From identified starting points, the curriculum like a rising tide, will support all children in securing new learning, and most notably enable those who have previously struggled to access the full curriculum as they enter KS1, to do so. This is an ambitious aim, but in striving to achieve 'Beyond Expectations for all God's children' we have a moral imperative to not just try, but to succeed. We agree whole-heartedly with Dr Julian Greiner, 'It's what you do that makes the difference, not who you are. We can make a positive difference in the early years.' As a Trust we fully support this and believe that all our best endeavours can and will make this a reality for all our children.

What this document includes:

- **7 areas of learning** – teaching base-content across autumn / spring / summer terms (substantive concepts, knowledge and vocabulary)
- Clarity of where this happens and what this looks like with regard to **a) the curriculum, b) routines and c) practices & provision**
- Termly milestones (**check children can...**) lead to the full ambition of the EY Curriculum being realised by the end of the academic year. The assessment criteria in the form of Early Learning Goals (ELGs) sit within this final term but do not reflect or represent the school's EY Curriculum as a whole.

Effective Early Years pedagogy – we have outlined in ‘practices & provision’ a range of effective pedagogy which works in unison to best affect learning for all children, including children with SEND and from disadvantaged backgrounds. Mastery principles underpin not just the approach to teaching, learning and assessing in mathematics, but in all areas of learning. Mastery principles nurture deep learning, support effective self-regulation and enable children to become more metacognitive in their own learning. Again, mastery principles in the EY provides a seamless cloak into KS1 pedagogy so that all children can feel safe and secure in familiar teaching routines and learning opportunities. Significant emphasis is put upon assessing – this is eliciting from children what they know, can do and understand so that adults can offer immediate feedback to strengthen, reinforce, tackle emerging misconceptions, adapt the curriculum to meet need (e.g. break it down into even smaller steps of content and or learning). Children, as part of learning, will write / draw / paint / record observations / create representations etc and these will be captured for the good of the child, so that children can see and talk about current learning, as well as recall and retrieve prior learning as intentional practice as they build new schema (mental models) associated with conceptual understanding. Adult time is focussed on teaching/modelling/talking with/building new connections/vocabulary acquisition/questioning/assessing and feeding back etc, rather than delivering instructions or capturing evidence through taking photographs. By removing this practice, teachers and EY practitioners ‘get more time with those who need our help the most’. (Dr Julian Grenier.)

EY Curriculum documents which underpin effective teaching, learning and assessing. Alongside this document, each school will have:

- EY curriculum map detailing units/topics/key text linked learning etc, as befitting each school
- Planning documents for the long, medium and short term which ensure the effective translation of the EY Curriculum into practice
- Intentional and deliberate continuous provision which meets the children where they are, whether that is needing to become more accurate or practice towards becoming more fluent.

We know that the most effective EY Curricular are not only ambitious, but meet the needs of the children in your setting. Dr Julian Grenier summarises, ‘Building your own curriculum involves balancing your knowledge about every child, and the big picture of what you want for them.’ It is within the scope and clarity of the school’s EY Curriculum (the big picture) that practitioners can meet children’s interests, know who children are as individuals, understand difficulties and obstacles and therefore, know when they need extra help. ‘It’s on these things and more that we should be carefully noticing and listening, focusing on high quality assessment that helps us to understand every child.’ (Dr Julian Grenier)

Characteristics of learning weave throughout the EY curriculum and are exemplified as such in this document. Schools may well pay particular attention to some on-entry deficits children start school with and weave these systematically through the EY Curriculum, practice and provision in their setting.

Communication & language. In the Early Years, so much curriculum content, teaching and learning is through talk. So, it is vital that the high-quality adult-child interactions underpin both pedagogical practices and provision; whether this is direct teaching, guided practice to assess and offer timely feedback, or within provision where children are practising a new skill, or learning to become more accurate in something they were taught in the morning or scenarios for children to create their own solutions to.

Relationships and parents. We recognise how important these relationships are, and how they usually start in the Early Years. Positive, reciprocal and enduring school-parent relations persist far beyond the EY. We know how hard EY practitioners work to enable effective relationships to build and be sustained, and how the use of online tools such as Tapestry aid information sharing between school and home, and vice versa.

Communication and Language		
Ask relevant questions / Converse in back-and-forth exchanges with friends and teachers / Express ideas and feelings with confidence		
Autumn Term	Spring Term	Summer Term
SPEAKING - Teach children to...		
<p>Communicate their basic needs, thoughts and feelings.</p> <ul style="list-style-type: none"> -Use social phrases to communicate their needs e.g. can you help me with; can I go to; can I play? -Take part in pretend play communicating and negotiating with friends. -Start a conversation. -Have a two-way conversation about a topic that interests them. -Respond with a comment or question to continue a conversation. -Use words like 'because' / 'or' to extend their sentences/ language. -Ask who when what why questions. -Respond to why questions (why do you think the goose got so fat?). -Use some specific vocabulary that is learnt from books or other contexts. -Sing songs, rhymes and poems. - Retell stories simple stories. -Join in with repeated refrains and key phrases. -Use the future and past tense: "I am going to the park" and "I went to the shop"? -Use 'I' when talking about themselves. - Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver. 	<p>Extend their sentences to add more detail so they can communicate their needs, thoughts and feelings more clearly.</p> <ul style="list-style-type: none"> -Use vocabulary related to topics taught and books they have read together e.g. school, town. - Repeat new vocabulary in a context of a story. -Asks relevant and purposeful questions of others. -Use connectives in a sentence other than and or because (e.g. but, so as part of their story telling). -Describe an event /object adding interesting details e.g. 'I got a unicorn for my birthday; it has glitter and sparkles on it!' -Express their feelings and thoughts / opinions in different contexts: imaginative play, class discussion. -Use the correct tense when speaking (especially picking up mistakes in irregular past tense verbs – went, ran, bought, spent). -Negotiate by giving a reason why they want (to do) something. 	<p>Explain, so that others understand their needs, thoughts and feelings.</p> <ul style="list-style-type: none"> - Explain their point of view clearly when they disagree with an adult or a friend, using words as well as actions. - Use talk to work out problems and organise thinking. - Use talk to take on different roles during imaginative play. -Use props and materials to enhance imaginative play. -Use the correct tense when speaking (especially picking up mistakes in irregular past tense verbs – went, bought, spent). -Give more detail to explain what they think about why something happens (e.g. link to U of the world). -Use talk to <u>Draw conclusions:</u> 'The sky has gone dark maybe that means It might to rain'. <u>Explain effect:</u> 'It fell over because it was too tall.' <u>Make Predictions:</u> 'It might not grow in there if it is too dark.' <u>Speculate:</u> 'What if the bridge falls down?'
LISTENING - Teach children to...		
<ul style="list-style-type: none"> -Retell some of the stories that they have read and recall the main events. -Know when to pause talking to allow someone else to speak. -Take it in turns to speak. -Listen to what another is saying and respond with a sensible comment or question. -Follow a series of instructions e.g a 2-step instruction followed by another 2-step instruction. -Listen to stories and then ask simple questions and talk about them to help build their understanding. 	<ul style="list-style-type: none"> -Retell a new story with a beginning, middle and an end. - Takes turns in much longer conversations. - Listen to other points of view. -Respond to an answer or idea with further questions to help deepen my understanding. -Follow a series of 3/4-step instructions. -Listen to stories and then ask more detailed questions and talk about them to help build their understanding. -Recognise humour. 	<ul style="list-style-type: none"> -Retell a new story with a beginning, middle and an end. Adding detail for interest. - Hold conversations which respond to something the other person has said. - Listen and respond to other points of view. - Ask more detailed questions about what they have heard, have learned and can do. -Follow a series of multi-step instructions. -Listen to stories and then ask more detailed questions and talk about them to help build their understanding.
Where does it happen?		

<p>Curriculum</p> <p>Clear progression of speaking & listening. On-entry deficits are considered and inform the curriculum and teaching. Links to reading and English (texts) curricular, and story time. Links to learning talk including maths talk. Vocab for curriculum units/topics. Show and tell - set subject, teach what a question is. The curriculum ensures children are ready for Y1. Voice 21 progression and practices embedded.</p>	<p>Routines</p> <p>Start of day routines. Daily transition routines. Playtime routine. Snack routine. Lunchtime routine. Weekly routines including beyond the classroom. Routines involving others.</p>	<p>Practices & provision</p> <p>Direct teaching and guided practice. Daily intentional continuous provision. <ul style="list-style-type: none"> ○ experiential role play & curriculum led role play. Adult modelling and high-quality language. Dialogic reading practices Voice 21 Strategies used daily and progression of sentence stems. Tier 2 vocabulary focus – Shared with parents. Talk partners. My turn, your turn modelling / I say, we say, we all say, you say. Circle time / parachute games. Enabling environments support language development. Spotlight children – Children at risk falling behind.</p>
---	--	---

Screening and interventions for I can for pupils who need additional teaching in order to catch / keep up

See - **Universally Speaking: The ages and stages of children’s communication development from birth to 5 years** [LINK](#)

Children needing additional support will receive 3x weekly Early Talk Boost sessions.

Parents will be included in this intervention and will be invited in for a training session on how best to support their child with their communication and language.

Children will also receive additional pre-teaching sessions to introduce them to concepts and vocabulary.

Personal, Social and Emotional Development

Show empathy and kindness to others / Show determination to complete a goal / Show resilience in the face of challenge / Show curiosity about the world around them

Autumn Term

Spring Term

Summer Term

Teach children to...

- Use key vocabulary (tier 2) in talking about learning.
- Know words linked to ownership, understanding 'yours' 'mine' and 'ours'.
- Follow school routines e.g. for lining up, washing hands, going to the toilet (when each step is broken down for them).
- Use feeling words using words sad, happy, nervous, excited, worried, frustrated to describe how they are feeling (some of these will need to be explicitly taught).
- Dress themselves with basic items (shirt, coat zip up).
- Meet their own needs: get a drink if they are thirsty.
- Includes others in their play.
- Wait for their turn .
- Make healthy choices about looking after their bodies (know basic hygiene routines and follow them) e.g. washing hands, brushing teeth.
- To understand we have similar and different likes.
- To understand we are all unique.

Please see PSHE Curriculum plan (Jigsaw) teaching progression [here](#).

- Use key vocabulary (tier 2) in talking about learning.
- Follow taught routines and class rules without each part of the sequence being prompted E.g. what you mean by tidy up, pack away, lining up.
- Respond to an adult when they have been asked to do something.
- Try another way when their first solution doesn't work.
- Express their emotions in an appropriate way.
- Recognise how someone is feeling from the way they behave E.g. know some of the clues for spotting if someone is angry (clenched fists, shouting, red face) or upset (crying, quiet).
- Understand other people's feelings (through stories and real life).
- Use taught strategies (e.g. waiting, turn taking) to manage conflict / immediate needs not being met.
- Solve their own problems without continued adult support.
- Make healthy choices about their food and looking after their bodies - recognise some healthy/unhealthy foods.

Please see PSHE Curriculum plan (Jigsaw) teaching progression [here](#).

- Use key vocabulary (tier 2) in talking about learning.
- Manage their own needs.
- Know people can feel more than one emotion at once.
- Know some strategies for calming down.
- Think about how others may react as a response to their behaviour.
- Think about the consequence of actions.
- Think about other people's perspective on a situation / other's points of view. Use this to modify their behaviour.
- Reflect on a conflict and whether what they did was the right course of action or there was a better solution.
- Give praise to others.
- Use their knowledge about what is healthy and unhealthy to make sensible choices about the foods they eat.
- Know the basics of sun safety (don't look at the sun, wear a sun cream and sun hat).

Please see PSHE Curriculum plan (Jigsaw) teaching progression [here](#).

Where does it happen?

Curriculum
 PSED curriculum linked with school's PSHE curriculum.
 Discrete teaching
 On-entry deficits are considered and inform the curriculum and teaching.
 Vision & values underpinning teaching & learning.
 Buddying with older children.
 The curriculum ensures that by the end of EY children are ready for Y1.

Routines
 Visual timetable.
 Modelling C&L skills in everyday routine.
 PE changing
 Tidy up time.
 School and playground rules.
 Children noticing and giving praise.
 Teaching children to look after belongings.

Provision & practices
 Direct teaching & guided practice.
 Daily intentional continuous provision
 - experiential role play.
 Adult modelling and high-quality language.
 Modelling positive behaviour linking to vision & values.
 Additional teaching and guided practice for identified children needing more learning time and experience.
 Enabling environments support language development.
 Achievosaurus – CofEL.

Physical Development

Use cutlery with confidence / Hold a pencil effectively / Move in a variety of ways safely and with confidence and control

Autumn Term	Spring Term	Summer Term
Teach children to...		
<p><u>Fine Motor</u> (See DSAT letter formation & pencil grip progression LINK, see pre-writing LINK and pencil grip LINK development continuums, and handwriting developmental continuum LINK) Grip a pencil between two fingers and thumb (tripod grip). Use one dominant for writing, form taught letters accurately. Draw curved and straight lines, lines which intercept etc. Make clockwise and anti-clockwise movements with a writing implement. Retrace lines, up, down clockwise and anticlockwise (to support letter writing) e.g. d, a, g, p. Hold scissors in one hand (may be incorrect grip) and cut along a line (straight and curved), use scissors to make snips. Put a coat on (including using zips). Hold a knife and fork correctly. Use of construction e.g. polydrons, smaller lego blocks, multilink cubes.</p>	<p><u>Fine Motor</u> (See DSAT letter formation & pencil grip progression LINK, see pre-writing LINK and pencil grip LINK development continuums, and handwriting developmental continuum LINK) Use a tripod grip with increased confidence and effectiveness. Use a cutlery knife to cut and a fork to hold the food item in position. Hold scissors correctly. Cut out a spiral shape. Form taught letters correctly with correct start and end point of letters. Draw some common/regular shapes, e.g. a circle, square and triangle. Draw some simple representations of common objects. Explain why they have chosen to draw in a certain way, e.g. circle for bodies, straight lines for legs.</p>	<p><u>Fine Motor</u> (See DSAT letter formation & pencil grip progression LINK, see pre-writing LINK and pencil grip LINK development continuums, and handwriting developmental continuum LINK) Have a comfortable and secure tripod grip. Use a knife and fork effectively and independently. Use scissors and tools safely and effectively. Form taught letters correctly both lower and upper case. Draw 2D shapes accurately. Use a ruler to draw a straight line.</p>
<p><u>Gross Motor</u></p> <p>KEY CONCEPTS in PE: fitness, cooperation and health. -Use key vocabulary (tier 2) in talking about learning.</p> <p>-To develop fundamental movement/motor skills: locomotor skills, for example running and jumping; stability skills, for example twisting and balancing; manipulation skills, such as throwing and catching. -Use a range of movements to travel (hop, run, jump, skip etc). -Move and stop safely. -Identify and find personal space. -Move around obstacles, climb over and under obstacles. -Use core muscles to sit upright with straight back. -Pedal trikes or similar (development of muscle).</p>	<p><u>Gross Motor</u></p> <p>KEY CONCEPTS in PE: fitness, cooperation and health. -Use key vocabulary (tier 2) in talking about learning.</p> <p>-To develop fundamental movement/motor skills: locomotor skills, for example running and jumping; stability skills, for example twisting and balancing; manipulation skills, such as throwing and catching. -Throw kick, and catch a large ball. -Balance on and off equipment. -Seek personal space. -Jump safely from a piece of equipment. -Remember sequences of patterns of movements relating to dance and rhythm.</p>	<p><u>Gross Motor</u></p> <p>KEY CONCEPTS in PE: fitness, cooperation and health. -Use key vocabulary (tier 2) in talking about learning.</p> <p>-To develop fundamental movement/motor skills: locomotor skills, for example running and jumping; stability skills, for example twisting and balancing; manipulation skills, such as throwing and catching. -Negotiate space and obstacles safely. -Move with energy e.g. dance. -Adjust speed and change direction.</p>

<p>-Ride scooters or similar (development of muscle). -Throw and kick a large ball. -Know how to sit correctly on a chair; tummy to table, feet to floor. -To know exercise is part of keeping your body fit and the importance of healthy eating, personal hygiene such as toothbrushing for overall well-being. Please see fundamental movement skills progression and vocabulary</p>	<p>-Balance on a balance board. -Use core muscles to sit upright and achieve a good posture on a chair or on the floor. -Use two wheeled bikes. -To know exercise is part of keeping your body fit and the importance of healthy eating, personal hygiene such as toothbrushing for overall well-being. Please see fundamental movement skills progression and vocabulary</p>	<p>-Be spatially aware. -Throw, catch, kick and pass a large ball. -To know exercise is part of keeping your body fit and the importance of healthy eating, personal hygiene such as toothbrushing for overall well-being. Please see fundamental movement skills progression and vocabulary</p>
---	---	---

Where does it happen?

<p>Curriculum PE teaching including fundamental movement skills. PE teaching – use of videos to model movement. Forest Fun – to develop strength, mobility and coordination. On-entry deficits are considered and inform the curriculum and teaching. Pre – writing development (gross and fine motor control). Opportunities to have physical activity with older children / using older children as models. Swimming sessions – local area of need. The curriculum ensures that by the end of EY children are ready for Y1.</p>	<p>Routines Physical activity at playtime i.e trim trail Physical activity at lunchtime i.e. free zone, trim trail, Scrap store, bikes and scooters, sports ambassadors. Daily transitions & movement breaks. Links with other curriculum areas i.e. preparing for moving to the dinner hall / singing / moving.</p>	<p>Provision & practices Direct teaching & guided practice. Daily intentional continuous provision <ul style="list-style-type: none"> ○ gross motor control, fine motor control, fundamental movement skills. Additional teaching and guided practice for identified children needing more learning time and experience incl. OT interventions/smart moves. Adult modelled physical activity and skill steps. Adult use of curriculum vocabulary. Adult giving immediate feedback (AfL). Enabling environment support language development. Drawing club.</p>
--	---	--

Additional teaching and support for developing physical control, strength and skill

See resources from Highlands Literacy including OT advice and guidance [LINK](#). Targeted intervention for identified children i.e. Learn to move, move to learn.

Literacy		
Retell a story through play / Read simple sentences and books containing Set 1 and 2 sounds / Write a simple story		
Autumn Term	Spring Term	Summer Term
Reading - Teach children to...		
<ul style="list-style-type: none"> -Use key vocabulary (tier 2) in talking about learning. -Show book behaviours, start at the front, turn the pages. Point to the words on the page, -Know print is read left to right and top to bottom. -Follow each read word with their finger. -Read some common exception words -Use phonic knowledge to decode regular words and read them aloud accurately -Read words and captions consistent with phonic knowledge by sound blending. -Segment and blend words of more than one syllable where these contain taught graphemes e.g. picnic, jumping. -Respond to 'tell me what happened' using 'then' to help them sequence a part of a story. -Answer basic retrieval questions e.g. who or where questions. -Retell portions of a story. As the story is read, join in with familiar parts, ask and answer simple questions about characters, setting and events. -Pick out simple information from books (fiction and non-fiction). -Find the title of the book. -Have a broadened experience of stories and then name stories that they have read and enjoyed. <p>Please See Reading expectations document - here Please See RWI 'What to teach when' - here</p>	<ul style="list-style-type: none"> -Use key vocabulary (tier 2) in talking about learning. -Track print to support reading of phonemes and common exception words. -Read some common exception words -Use growing phonic knowledge to decode regular words and read them aloud accurately -Read words and simple sentences containing taught graphemes. -Blend words that contain taught digraphs e.g. night, chin, feet, shop. -Use sequencing words (e.g. first, before) to sequence events when retelling a story. -Use what has happened so far in the story to help them predict what could happen next (using their own life experiences). -To know what a setting is and be able to identify where stories they read are set. -Answer questions about characters and setting. -Retell major events of a story in sequence. -Ask questions about a text being read to them. -Say what they like about stories that they have read and join in with stories read to them. <p>Please See Reading expectations document - here Please See RWI 'What to teach when' - here</p>	<ul style="list-style-type: none"> -Use key vocabulary (tier 2) in talking about learning. -To read with confidence a range of phonic matched books and to retell familiar stories. -To read a range of common exception words -To use phonic knowledge to decode regular words and read them aloud accurately -Blend words of more than one syllable using taught graphemes. -Say what part of the story they like the best and why. -Talk about their favourite stories, comparing them to each other. Make links and connections. -Recognise that additional information may be contained in illustrations, diagrams etc. -Use story telling language – once upon a time, happily ever after. -Retell stories and include key details. Ask and answer questions about setting, characters and events. Explains who is speaking at various points throughout the story. -Begin to use expression in reading and retelling to engage a listener. -Ask detailed questions about texts they have read/being ready to them, sharing what interests them. <p>Please See Reading expectations document - here Please See RWI 'What to teach when' - here</p>
Where does it happen?		
<p>Curriculum</p> <p>RWI – daily discrete phonics teaching.</p> <p>Daily story time, rhymes, poems and songs (tier 2 vocabulary), language of stories modelled.</p> <p>On-entry deficits are considered and inform the curriculum and teaching.</p>	<p>Routines</p> <p>Daily story time, rhymes, poems and songs (tier 2 vocabulary, to self-regulate / during transition times etc.).</p>	<p>Provision & practices</p> <p>Additional discrete phonics for identified children.</p> <p>Additional reading for fluency – as identified.</p> <p>Intentional daily continuous provision where adult modelling and feedback is prevalent.</p>

<p>Clear link with chosen texts (narratives, poetry and non-fiction).and curricular content across 7 areas of learning, and links with key vocabulary for all children. Matched with pupil talk. The writing curriculum ensures that be the end of EY children are ready for Y1.</p>	<p>Repetitive routines / times of day become familiar, and these structures become internalised without the need for adult instruction. Reading Buddies – buddying up with younger children to enjoy a story book.</p>	<p>Vocabulary in the environment linked to sounds taught. Reading corner (at least one). Book of the week. Matched phonics & love to read books go home. Enabling environments (outside and inside) support language development. High quality adult interactions support learning, vocabulary acquisition and mediate emerging misconceptions. Dialogic reading approach – Reading volunteers trained in how to read with a dialogic approach. Children identified as benefitting from extra sessions.</p>
<p>Autumn Term</p>	<p>Spring Term</p>	<p>Summer Term</p>

Writing - Teach children to...

<p>Handwriting (see handwriting developmental continuum LINK and DSAT letter formation & pencil grip progression LINK.) Plan according to pre-writing LINK and pencil grip LINK development continuums (for all).</p> <ul style="list-style-type: none"> -Write recognisable letters, with increasing accuracy so letters are correctly formed in the school agreed style. -To link phoneme-grapheme correspondence in SSP lesson and writing teaching/guided practice. -Accurately trace lines (up, down, clockwise, anti-clockwise) to support better letter writing. -Use the correct starting point for letter families e.g. c, o. -Understand that letters have different types of lines. -Be able to move the pencil down and retrace a straight line back up (starting points for letters such as ‘p’). -Keep the pencil on the page to create a continuous line, e.g. when writing ‘a’. -To develop spatial awareness of the line on a page/whiteboard. -To moderate through adult feedback letter size / orientation and formation. 	<p>Handwriting (see handwriting developmental continuum LINK and DSAT letter formation & pencil grip progression LINK.) Plan according to pre-writing LINK and pencil grip LINK development continuums (for identified need).</p> <ul style="list-style-type: none"> -Correctly, with accuracy, form all taught letters of the alphabet. -To show clear ascenders and descenders. -To correctly ascend and descend in a straight line. -To understand the difference between vertical (straight), curved and diagonal lines. -To show the difference in size between lower case and upper-case letters. - To use taught diagraphs in writing. -To develop spatial awareness of the line on a page/whiteboard (several lines/smaller lines etc). -To moderate through adult feedback letter size / orientation and formation adjusting to the size/space around the lines. -To write (form letters correctly) in a range of writing contexts, so not just when writing in SSP lessons. 	<p>Handwriting (see handwriting developmental continuum LINK and DSAT letter formation & pencil grip progression LINK.) Plan according to pre-writing LINK and pencil grip LINK development continuums (for identified need).</p> <ul style="list-style-type: none"> -Correctly, with accuracy, form all taught letters of the alphabet. -To show clear ascenders and descenders, with appropriate size and orientation to the line. -To show the difference in size between lower case and upper-case letters. - To use taught diagraphs in writing. -To develop spatial awareness of the line on a page/whiteboard (several lines/smaller lines etc) so that writing sits on the line. -To moderate with increasing accuracy through adult feedback letter size / orientation and formation adjusting to the size/space around the lines. -To write (form letters correctly) in a range of writing contexts, so not just when writing in SSP lessons . -To apply correct letter formation of all letters.
---	--	---

<p>-Grip a pencil between two fingers and thumb (tripod grip) – see fine motor control. -To write with accuracy their own name.</p> <p><u>Writing words</u> -Spell words by identifying sounds in them and representing the sounds with a letter or letters. -To represent initial, end and medial sounds using taught phonics. - Write CVC words. - Write phrases and short sentences that can be read by others. -Link sounds to letters, naming and sounding the letters of the alphabet. - Write some taught common exception words, spelt correctly (to, no, go, I, the, into). -Write their name with a capital letter at the beginning and lower case for the rest of it with most of it formed correctly. -Use past and future tense orally. -Understand that most past tense words end in 'ed'. (<i>Pupils do not need to know the vocabulary of verbs and tenses</i>). - Identify specific successes in their caption writing, with adult support, e.g. identify a diagraph in their writing. -Know the personal pronoun 'I' relates to themselves and use 'I' (capitalised) in writing. - Write own name, label and captions.</p> <p><u>Sentence Building</u> -Break the flow of speech into words. -Orally say a sentence, rehearse a sentence. -Identify in a sentence meaning e.g. the cat is sleeping. Who is sleeping? The cat. -Talk using words and sentences. -Talk includes key vocabulary. - Language of stories is conveyed in talk. -Know each word needs representing separately in writing. -Separate words with spaces.</p>	<p><u>Writing words</u> -Write some taught common exception words, spelt correctly. - To represent initial, end and medial sounds using taught phonics. -Spell known words with increasing confidence. - To orally use sequencing words, e.g. 'first, next'. - Write phrases and short sentences that can be read by others. -Link sounds to letters, naming and sounding the letters of the alphabet. -To identify the part of common exception words that is tricky to spell. -Order letter cards alphabetically. -Identify success in own writing. -Write words in response to a stimulus. - To understand that some past tense verbs don't end in '-ed'. - To know that 'went' is the past tense of 'go'.</p> <p><u>Sentence Building</u> -Orally sequence at least 4 words into a sentence. -Say a complete sentence aloud before writing. - Practise counting the words in a sentence so that they can remember it. - Practise repeating the sentence to hold it in memory until the point of writing. -Know that there are words that can be used to describe objects, people and things. - To know that these describing words can be part of a sentence. -Orally compose a sentence that includes descriptive words. -Write words down which convey sentence talk. -Know that writing represents meaning of the words we say and we use punctuation to show this. -Write words, phrases and simple sentences.</p>	<p><u>Writing words</u> -To use taught diagraphs in writing: ff , ll , ss, zz, ck, ch, sh, th, ng, nk, qu -Write taught common exception words, spelt correctly. - To represent initial, end and medial sounds using taught phonics. -Spell known words with increasing confidence - To orally use sequencing words, e.g. 'first, next'. - Write phrases and short sentences that can be read by others with growing detail. -To identify the part of common exception words that is tricky to spell. -Identify success in own writing. -Write words in response to a stimulus. - To understand that some past tense verbs don't end in '-ed'. - To know that 'went' is the past tense of 'go'.</p> <p><u>Sentence Building</u> - Accurately write short sentences, with words with known sound-letter correspondences using a capital letter and full stop. -Sequence a series of sentences orally before writing. - Understand that a sentence contains one or two ideas but no more. -Use a capital letter at the start of a sentence. - Understand that a capital letter follows a full stop. -Understand that writers read and re-read their writing to check it makes sense. -Re-read a sentence to check it makes sense. - Edit with a teacher to apply knowledge of misspelt words. -Use a capital letter at the start of their name. -Use a full stop at the end of a sentence.</p>
---	--	--

<p>Please see Writing Expectation document - here</p>	<p>-Start a sentence with a capital letter and end with a full stop. Please see Writing Expectation document - here</p>	<p>- Understand that the purpose of a full stop is to end an idea. Please see Writing Expectation document - here</p>
---	--	--

Where does it happen?

<p>Curriculum RWI – daily discrete phonics teaching. Letter formation – daily discrete teaching of focus sounds taught in RWI lesson. Handwriting – Linked to letter families to start once all single sounds are taught. Daily English learning, including English lessons, build on letter formation accuracy. On-entry deficits are considered and inform the curriculum and teaching. Writing right from the start so that all children receive the learning and practice opportunities the need through teaching and intentional provision. There is no lag in waiting for children to be developmentally ready as staff understand this is grown in school. <i>Development Matters - "Development is not an automatic process, however. It depends on each unique child having opportunities to interact in positive relationships and enabling environments."</i>⁽ⁱ⁾ Writing sequencing and progression includes pre-writing/writing developmental continuum so that all children receive equitable provision and can catch up/keep up from their starting points. The writing curriculum ensures that by the end of EY children are ready for Y1.</p>	<p>Routines Sending home class mascot – what did you do at home with them? Jobs in the classroom. Early Morning jobs – name writing, fine motor, letter formation. Writing name on pieces of work. Writing name labels/captions for models etc.</p>	<p>Provision & practices Direct teaching & guided practice. Daily intentional continuous provision <ul style="list-style-type: none"> ○ specific CP for identified children i.e. those who are accurate – fluency practice, those who are not yet accurate – develop accuracy with an adult. ○ outdoor/indoor intentional. Additional teaching and guided practice for identified children needing more learning time and experience. Adult modelled writing and immediate feedback. Adult use of curriculum vocabulary. Teacher models and whiteboards are always lined. Children sit at tables to develop body strength etc. Media in provision is lined where this is intended. Enabling environments (outside and inside) support language development. Worked models of expectations in provision.</p>
---	---	---

Mathematics

Understand numbers in depth to 10 / Recognise the pattern of the counting system / Compare quantities in different contexts

Autumn Term

Spring Term

Summer Term

Maths - Teach children to...

The EY mathematics curriculum is detailed below. It is crucial that through the mastery approach this is established during the autumn term, and then securely built on in spring and finally summer. This will ensure that children are ready for Y1 and as part of meeting the ambition for your EY curriculum, children also meet the ELGs.

Please refer to White Rose curriculum vehicle/Medium Term Planning for details of sequencing and content.

Develop the six key areas of early mathematics <https://www.ncetm.org.uk/in-the-classroom/early-years/> where you will find links to 'typical progression of key ideas in this concept'.

Cardinality & counting - Understanding that the cardinal value of a number refers to the quantity, or 'howmanyness' of things it represents

- Counting: saying number words in sequence
- Counting: tagging each object with one number word
- Counting: knowing the last number counted gives the total so far
- Subitising: recognising small quantities without needing to count them all
- Numeral meanings
- Conservation: knowing that the number does not change if things are rearranged (so long as none have been added or taken away)

Comparison - Understanding that comparing numbers involves knowing which numbers are worth more or less than each other

- More than/less than
- Identifying groups with the same number of things
- Comparing numbers and reasoning
- Knowing the 'one more than/less than' relationship counting numbers

Composition - Understanding that one number can be made up from (composed from) two or more smaller numbers

- Part-whole: identifying smaller numbers within a number (conceptual subitising – seeing groups and combining a total)
- Inverse operations
- A number can be partitioned into different pairs of numbers
- A number can be partitioned into more than two numbers
- Number bonds: knowing which pairs make a given number

Pattern - Looking for and finding patterns helps children notice and understand mathematical relationships

- Continuing an AB pattern
- Copying an AB pattern
- Make their own AB pattern
- Spotting an error in an AB pattern
- Identifying the unit of repeat

- Continuing an ABC pattern
- Continuing a pattern which ends mid-unit
- Making their own ABB, ABBC patterns
- Spotting an error in an ABB pattern
- Symbolising the unit structure
- Generalising structures to another context or mode
- Making a pattern which repeats around a circle
- Making a pattern around a border with a fixed number of spaces
- Pattern spotting around us

Shape & space - Understanding what happens when shapes move, or combine with other shapes, helps develop wider mathematical thinking

- Developing spatial awareness: experiencing different viewpoints
- Developing spatial vocabulary
- Representing spatial relationships
- Share awareness: developing share awareness through construction
- Identifying similarities between shape
- Showing awareness of properties of shape
- Describing properties of shape
- Developing an awareness of relationship between shapes

Measures - Comparing different aspects such as length, weight and volume, as a preliminary to using units to compare later

- Recognising attributes
- Comparing amounts of continuous quantities
- Showing awareness of comparison in estimating and predicting
- Comparing indirectly
- Recognising the relationship between size and number of units
- Beginning to use units to compare things
- Beginning to use time to sequence events
- Beginning to experience specific time duration

Number sense – see **NCETM Early Years Typical Progression Charts with additional guidance for practitioners** [LINK to NCETM PROGRESSION CHARTS](#)

Spatial awareness and reasoning- see **ECMG Spatial Reasoning in Early Childhood** [LINK TO FOLDER with 3 key docs.](#)

Represent maths – see **ECMG Developing Mathematical Graphics in the Early Years** [LINK](#)

Use own symbols and marks which represent meaning, as well as numerals.

Key mathematical learning attributes and behaviours:

1. Noticing maths – saying what they see. Using key mathematical language and vocabulary in talking about learning.

2. Thinking mathematically – notice, assign meaning, make connections (linked with use of manipulatives and representations).
3. Talking mathematically – a) when a child talks, they hear for themselves what they are thinking, b) when children talk they share with another what they are thinking, which can then be facilitated.
4. Being curious about what they see / hear / experience / manipulate in maths.
5. Children making sense and forming connections for themselves rather than being told by adults what it is/isn't.
6. Responding to questions to provoke thinking i.e. Are you sure? How do you know? Which then ensures children have to go deeper and be explicit using words and explanations.
7. Children see and manipulate maths structure through careful choice of visual/representation/manipulative.
8. Children record maths learning as part of sense making. This capture builds over time and enables children to become more secure and notice changes over time.

For further information, see - **Mastery in Mathematics in the Early Years** [LINK](#) and **NCETM Progression representations & structure** [LINK](#)

Where does it happen?

Where does it happen?		
<p>Curriculum School's curriculum nurtures the mastery approach and is underpinned by EY mastery principles. White Rose and NCETM has a clear sequence of content and progression of vocabulary, knowledge, skills and conceptual understanding. It ensures that by the end of EY children are ready for Y1. Please see White Rose Curriculum map here. On-entry deficits are considered and inform the curriculum and teaching. Planning and therefore teaching and provision nurtures secure mathematical thinking and understanding, rather than children 'doing' maths but being unable to explain the mathematical content. Careful consideration is given to representations / manipulatives which best support conceptual understanding. Daily maths learning, including maths lessons, enables all children to access the full curriculum.</p>	<p>Routines Counting when lining up. Sorting resources into groups at tidy up time. Number of the day/week. Counting rhymes during transition periods. Counting children present in school and representing this on ten frames. Days of the week song. Yesterday, today, tomorrow 7 days of the week and names. 12 months in the year and names. Counting poems during story time. Counting songs. Maths vocabulary is part of everyday life i.e. 1 more / smaller / heavy / before /after etc. All adults know the key lesson driven vocabulary and understand, and vocabulary to be enacted wherever possible.</p>	<p>Provision & practices Direct teaching & guided practice. Daily intentional continuous provision</p> <ul style="list-style-type: none"> ○ specific CP for identified children i.e. those who are accurate – fluency practice, those who are not yet accurate – develop accuracy with an adult. ○ outdoor/indoor intentional. <p>Additional teaching and guided practice for identified children needing more learning time and experience. Adult questioning elicits maths talk, use of vocabulary and children to make sense of meaning for themselves. Immediate feedback has impact. Adult use of curriculum vocabulary – 'teachable moments'. Media in provision is squared where this is intended Manipulatives are linked to maths structure. Enabling environments (outside and inside) support language development.</p>

Understanding the World

Know their own family / Care for our world / Appreciate different religions and culture / Understand how to read a simple map

Autumn Term	Spring Term	Summer Term
History - Teach them to...		
<p>Substantive concepts: Civilisation, Chronology, legacy Second order concepts: continuity and change, historical enquiry, significance.</p> <p>-Use key vocabulary (tier 2) in talking about learning.</p> <p>-To say one thing that has changed about me over time after looking at photographs. -To know one thing that I can do now that I couldn't do when I was a baby. -Understand that photos are a way of showing what happened in the past. -To know that event come in sequence and tell my teacher what comes next in the school day. -To talk about some sequences of things in their own life. -To know words /phrases like yesterday, last week, last year relate to different amounts of time. -Know we do different things at different times of the day and different times of the year e.g. Christmas. -Know that they belong to the school community of St John's. -Talk about who makes up their family and describe them. -To talk about things that have happened.</p> <p>Planned use of books to expose, explore and support the teaching and discussion of important vocabulary that lays the foundation for future learning.</p> <p><u>Topic specific vocabulary & knowledge.</u></p> <p><u>Please see our Medium term plans.</u></p>	<p>Substantive concept: Power, legacy, conquest. Second order concepts: continuity and change, historical significance.</p> <p>-Use key vocabulary (tier 2) in talking about learning.</p> <p>-Understand that photos are a way of showing what happened in the past (context Coronation) -Know that some things are the same and some things are different in the past, be able to name some of the similarities and differences. -Recognise that some things happened before they were born. -To know and use phrases a long time ago/ many years ago and know these relate to time before they were born. -Know we do different things at different times of the day and different times of the year e.g. Easter. -Understand that families can all be different (cross reference with PSHE curriculum). -To know about people outside their family and talk about what makes them special (e.g. figures from the past) -To talk about things in the past, present and future (e.g. things that are personal to them).</p> <p>Planned use of books to expose, explore and support the teaching and discussion of important vocabulary that lays the foundation for future learning.</p> <p><u>Topic specific vocabulary & knowledge.</u></p> <p><u>Please see our Medium term plans.</u></p>	<p>KEY CONCEPT: legacy, civilisation. Second order concepts: similarities and differences, continuity and change, sources.</p> <p>-Use key vocabulary (tier 2) in talking about learning.</p> <p>-Understand that photos are a way of showing what happened in the past (context Seaside) -Talk about things that are the same/different in a story about the past compared to now. -To give an opinion on change e.g. talk about if changes have made things better or worse. -To talk about why something might have changed e.g. aeroplanes that have a roof where it didn't before, when cars used to have to wound up, when irons had to be warmed in a fire. -To identify if something (object / photo/story) is from a long time ago. -To know that they they are part of a wider community (groups, clubs, church, neighbourhood).</p> <p>Planned use of books to expose, explore and support the teaching and discussion of important vocabulary that lays the foundation for future learning.</p> <p><u>Topic specific vocabulary & knowledge.</u></p> <p><u>Please see our Medium term plans.</u></p>

Geography - Teach children to...

<p>Substantive concepts: UK, Climate, human features</p> <p>-Use key vocabulary (tier 2) in talking about learning including words relating to relative positions.</p> <p>-To know that they go to St John’s School. -To know the name of the road that school is on Coombe Avenue. -To know the name of the road that they live on. -To know the name of the town they live in - Weymouth. -To know they live in England and this is a country. -To know a map is a way of showing a route from one place to another. -Notice the environment and nature that is around them e.g. the school grounds, trees, flowers. -make a 3d map with small world.</p> <p><i>See Science for knowledge linked to seasons</i> Planned use of books to expose, explore and support the teaching and discussion of important vocabulary that lays the foundation for future learning.</p> <p><u>Topic Specific Vocabulary & Knowledge</u></p> <p>Please see medium term plans</p>	<p>KEY CONCEPT: sense of place and position</p> <p>-Use key vocabulary (tier 2) in talking about learning including words relating to relative positions.</p> <p>-Understand why we should respect and look after the world. -Draw a simple map from a familiar story. -Use words that show distance e.g. near, far. -To know they live in England and this is part of the United Kingdom -To recognise some similarities and differences between life in this country and other countries (avoiding and addressing stereotypes)</p> <p><i>See Science for knowledge linked to seasons</i> Planned use of books to expose, explore and support the teaching and discussion of important vocabulary that lays the foundation for future learning.</p> <p><u>Topic Specific Vocabulary & Knowledge</u></p> <p>Please see medium term plans</p>	<p>KEY CONCEPT: sense of place and position</p> <p>-Use key vocabulary (tier 2) in talking about learning including words relating to relative positions.</p> <p>-Understand why we should respect and look after the world. -Know simple ways to look after the world. -Know what a map is/what it is used for. -Follow clues on a simple treasure hunt that describes easily identified features. -Follow instructions that include prepositions: behind, under, beside etc. -To know that a map can show how things on a journey are positioned to each other. -Recognise parts of the school on a map. -Draw a local area map (eg a picture of a tree / building that you have walked past).</p> <p><i>See Science for knowledge linked to seasons</i> Planned use of books to expose, explore and support the teaching and discussion of important vocabulary that lays the foundation for future learning.</p> <p><u>Topic Specific Vocabulary & Knowledge</u></p> <p>Please see medium term plans</p>
--	--	---

Science - Teach children to...

--	--	--

Use key vocabulary (tier 2) in talking about learning.

-Planned use of picture books to expose, explore and support the teaching and discussion of important vocabulary that lays the foundation for future learning.

Observation

- Identify and name things.
- Talk about what they can see, hear and feel.
- Know some words to describe size and texture: bumpy, rough smooth, big, small, long.
- Notice new things in the environment around the (I wonder, have you noticed that....).

Questioning

-To know that a question is something we ask to find something out.

-To use how and why words.

Planning

- To carry out a simple test.
- Test as a response to an adult led question (e.g. what would happen if).

Predicting

-Notice cause and effect (holding chocolate makes it melt).

Gathering and recording

- Perform simple tests with support.
- Draw a picture of what they have observed.

Concluding

-Say what has happened.

Topic Specific Vocabulary & Knowledge

- To know that sugar is bad for your teeth.
- Know basic hygiene e.g. wash hands / cleaning teeth.
- Identify different features outdoors.
- To know and label four body parts (head, arms, legs, feet).

Use key vocabulary (tier 2) in talking about learning.

-Planned use of picture books to expose, explore and support the teaching and discussion of important vocabulary that lays the foundation for future learning.

Observation

- Compare similarities and differences.
- Sort and classify objects using taught vocabulary.

Questioning

-Ask simple questions using how, why and what if.

Planning

-Suggest a way to answer a question.

Predicting

- Being able to talk about I think..
- Predict *what will happen* during play.

Gathering and recording

-Draw and label what they have observed.

Concluding

-say what happened using comparative language. (bigger, smaller).

Topic Specific Vocabulary & Knowledge

- Understand some of the changing states of matter
- Know some materials float and sink.
- Know some seasonal changes in nature; plants and animals.
- Know there are 4 seasons: Autumn, Winter Spring, Summer.
- Know winter is mostly cold, and there is sometimes snow.
- Know spring starts cool then gets warmer.
- To know and label four body parts (head, arms, legs, feet).

Use key vocabulary (tier 2) in talking about learning.

-Planned use of picture books to expose, explore and support the teaching and discussion of important vocabulary that lays the foundation for future learning.

Observation

-Observe how one thing changes over time e.g. plant growth, tadpoles to frogs.

Questioning

-ask questions to test the answer to something e.g. does wood float? Which creatures live under logs?

Planning

-Test their predictions through play experimenting.

Predicting

-Give reasons why they think something will happen.

Gathering and recording

-Make their own recordings, e.g. draw, labels, pictograms, e.g. 3 circles for 3 creatures found.

-Use simple equipment to measure e.g. sand times, unifix cubes for distance.

-Identify what is the *same* and what is *different* by describing what has been observed.

Concluding

-Say why they think something happened (use because) e.g. the ice melted because it got hot.

Topic Specific Vocabulary & Knowledge

- Know some seasonal changes in nature; plants and animals.
- Know that in summer is mostly warm and dry.
- *Name the common baby animals e.g. puppy, kitten, calf, piglet.*
- Know which clothes are worn in each season and why.

- Choose and name some common materials to build with (*wood, plastic, metal*).
- Know about similarities and differences in relation to materials (hard, soft, smooth, rough).
- Know there are 4 seasons: Autumn, Winter Spring, Summer.
- Know winter is mostly cold, and there is sometimes snow.
- Know in autumn starts warmer then gets colder again.
- Know which clothes are worn in each season and why.
- Know some seasonal changes in nature; plants and animals.

-

RE - Teach children to...

KEY CONCEPTS: beliefs & practice as seen in festivals and religious celebrations and events i.e. birthdays, Christmas and Easter.

-Use key vocabulary (tier 2) in talking about learning.

- Know what makes us special.
- Know things you do with your family that are special to you.
- Know about the school values and be able to talk about what they mean to you.
- Enjoy and get to know at least one familiar Bible story.
- Know what a tradition is and can say one thing that they do as a tradition at home.

Topic vocabulary & specific knowledge

Understanding Christianity – God/Creation - Why is the word 'God' important to Christians?

- Know that Jesus is special and wants to look after people.
- Know why we give presents and who we give them to.
- Know that Christians believe Jesus is God's son.
- Know that God gave Jesus as a special present to the world.
- Know that Christians talk to God through prayer.
- Know that Christians worship God in a Church and that a church leader is usually a vicar.

Understanding Christianity – Incarnation - Why do Christians perform nativity plays at Christmas?

- Know some characters in the Christmas story such as Jesus, angels, shepherds and wise men.
- Know that Christians celebrate when Jesus was born.
- Know that Mary was the mother of Jesus.

Other religions and celebrations

KEY CONCEPTS: beliefs & practice as seen in festivals and religious celebrations and events i.e. birthdays, Christmas and Easter.

-Use key vocabulary (tier 2) in talking about learning.

- Know things you do with your family and friends that are special to you.
- Know about the school values and be able to talk about what they mean to you and other people.
- Enjoy and get to know several familiar Bible stories
- Know some of the signs of new life in spring such as flowers, eggs and baby animals.

Topic vocabulary & specific knowledge

The Emmanuel project – How can we help others when they need it?

(Salvation including A sikh story: Har Gobind and the 52 Princes)

- I know how the traveller in the Good Samaritan story was saved or rescued.
- recognise some images of Christian praying and identifying this as part of the religion.
- Talk about things that happened when I needed help, or how I helped someone.
- remember a story where someone needed help.
- Talk about someone who is special because they help me when I need it.

Understanding Christianity – Salvation – Why do Christians put a cross in an Easter garden?

- Know some ways that they celebrate Easter.
- Know that Easter is a special time for Christians.
- Know that the cross is a special symbol for Christians.
- Know that Christians remember Jesus's last week at Easter.
- Know some of the Christian traditions of Christmas and Easter e.g. advent, palm crosses.

KEY CONCEPTS: beliefs & practice as seen in festivals and religious celebrations and events i.e. birthdays, Christmas and Easter.

-Use key vocabulary (tier 2) in talking about learning.

- Know things you do with your family and friends that are special to you.
- Know about the school values and be able to talk about what they mean to you and other people.
- Know about a range of stories with morals 'The Boy who cried Wolf' (Aesop's fables) including Bible stories
- Be able to identify a moral of the story.
- Know how the characters might have felt.
- Know what a home is and what makes it special to me.
- Know the differences between different homes around the world (avoiding and addressing stereotypes).

Topic vocabulary & specific knowledge

Emmanuel Project – What makes every single person unique and precious?

- recognise something a Christian might do to follow Jesus' Golden rule.
- I can talk about what I think is special about me.
- Know the name of at least one other faith/religion.
- Know who, where and how followers of one other faith/religion worship.
- Know some of the stories, traditions and festivals of one other faith/religion.

Emmanuel Project – How can we care for our wonderful world.

- I can remember the different things created by God in the Bible story of Creation I can recognise something a Christian does because they believe God says to care for the world I can recognise why a song / prayer about God's world is important to Christians I can talk about when I have looked after or cared for

<p>RE Overview - here</p>	<p>-Know why a Church is important to Christians.</p>	<p>someone or something myself I can talk about something interesting or wonderful in the Creation story or in the world around me I can talk about what I think is special or wonderful in the natural world</p>
<p>Computing - Teach children to...</p>		
<p>KEY UNDERSTANDING: computer science, IT and digital literacy which are the start of KEY CONCEPTS: connect, communicate and logic. -Use key vocabulary (tier 2) in talking about learning.</p> <p>-Know that computers are in our digital devices i.e. phones and that they have been created by people. (Computer science) - Know that technology carries information, and we have some at school and at home i.e.name technology in their home. (IT) -To use technology in school to support learning (games for phonics etc). (IT) -Use technology to take pictures. (IT) -Know who to speak to in school if something upsets them at home. (Digital Literacy) -Know that too much screen time is not a healthy choice. (Digital Literacy)</p> <p><u>Topic vocabulary & specific knowledge</u></p> <ul style="list-style-type: none"> • Know how to handle technology safely. • Know they should ask permission of the person they are going to take the photo of. 	<p>KEY UNDERSTANDING: computer science, IT and digital literacy which are the start of KEY CONCEPTS: connect, communicate and logic. -Use key vocabulary (tier 2) in talking about learning.</p> <p>-Know that computers and digital devices have been programmed (created) by people. (Computer science) - Know that technology carries information, and we have some at school and at home i.e.name technology in school and talk about its uses. (IT) -To use technology in school to support learning. (reading on the IWB) (IT) -Use technology to draw with. (IT)</p> <p>Digital Literacy -Talk about how important a sensible amount of screen time is. -Describe ways that some people can be unkind online. -Know to not click on things when you don't know what they are or speak to strangers online. -Know to follow the school's online safety rules in order to be safe online/ on a screen both at school and at home. -Know to tell an adult if something upsets them online/ on a screen. -Know trusted adults can help to keep them safe (online and offline). -Ask an adult when they want to use the internet.</p> <p><u>Topic vocabulary & specific knowledge</u></p>	<p>KEY UNDERSTANDING: computer science, IT and digital literacy which are the start of KEY CONCEPTS: connect, communicate and logic. -Use key vocabulary (tier 2) in talking about learning.</p> <p>-Know that computers and digital services have been programmed (created) by people and we can do this too i.e. bee-bots. (Computer science) - Know that technology carries information, and we have some at school and at home i.e.name technology in school and talk about its uses. (IT) -To use technology in school to support learning (reading on the IWB). (IT) -Use technology to draw with. (IT)</p> <p>Digital Literacy -Know what a sensible amount of screen time is. -Be able to talk about how to stay safe online (talk to teacher/trusted adult; not click on unknown things; not give name out).</p> <p><u>Topic vocabulary & specific knowledge</u></p> <p>-To be able to give instructions to a program (e.g. bee bot). -To know how to switch on an ipad. -To know how to open an app. -To know how to type in name/log on using a keypad. -To suggest technology for a purpose (ipad /camera).</p>

	<ul style="list-style-type: none"> • To know that the internet can be used to connect people and help them find out about things. • Know there are different types of technology. 	
Where does it happen?		
<p>Curriculum Understanding the world content is mapped out, sequenced and progressive allowing children to build vocabulary, knowledge and secure understanding. Vision & values underpinning teaching & learning. On-entry deficits are considered and inform the curriculum and teaching. The sequenced EY curriculum enables children to build schema (mental models) associated with the subject disciplines they will encounter in KS1. Children whilst not necessarily being able to say which subject, can talk about their learning using appropriate vocabulary. Careful links which support the development of schema are planned within and across the curriculum. The curriculum ensures that by the end of EY children are ready for Y1.</p>	<p>Routines 12 months in the year, names and seasons. Weather identification. Special days festivals, celebrations and traditions. Children’s birthdays. School calendar events. Church calendar events. Collective Worship. All adults know the key lesson driven vocabulary and understand, and vocabulary to be enacted wherever possible.</p>	<p>Provision & practices Direct teaching & guided practice. Daily intentional continuous provision <ul style="list-style-type: none"> ○ specific CP for identified children i.e. those who are accurate – fluency practice, those who are not yet accurate – develop accuracy with an adult. ○ outdoor/indoor intentional. Additional teaching and guided practice for identified children needing more learning time and experience. Adult questioning elicits learning talk, use of vocabulary and children to make sense of meaning for themselves. Immediate feedback has impact. Adult use of curriculum vocabulary. Media in provision is matched with what is intended. Enabling environments (outside and inside) support language development. Visits and visitors to enrich learning.</p>

Expressive Arts and Design

Create drawings, paintings or models with thought and reflection / Perform a dance, story, song, poem or rhyme in front of an audience

Autumn Term

Spring Term

Summer Term

Art - Teach children to...

KEY CONCEPTS in art & design: expression and...
Line: pencil, charcoal, inks, chalk, pastels, IT software
Colour & tone: painting, printing, ink, dye, textiles, pencils, crayon, pastels
Texture: Textiles, clay, sand, plaster, stone
Shape & form: 3D work, clay, dough, boxes, wire, paper sculpture, mod roc
Pattern: paint, print, pencil, textiles, clay, printing
-Use key vocabulary (tier 2) in talking about learning.

-That different media creates a different effect e.g. chalk can draw on anything, felt tips are bright, crayons weaker colour.
 -To begin to use a variety of drawing tools.
 -Draw shapes e.g. circle for head.
 -Draw straight and curved lines (link writing).
 -Name red, yellow and blue and experiment with primary colours.
 -Name some secondary colours.
 -Use some form of tripod grip to hold a paintbrush / chalk, pencil etc.
 -To use hands, brushes, natural resources.
 -To create using paint and different media- paint, paper, natural objects.
 -Handling, manipulating and enjoying using materials
 -To know objects shape / textures can be transferred to paper (e.g. hand print / rubbing).
 -Mould dough /clay by pinching, rolling, stretching and squeezing.
 -Say what they want to make.
 -To compare their work to someone else's (e.g. artists linked to school's curriculum/text) and notice some things that are the same and different.

KEY CONCEPTS in art & design: expression and...
Line: pencil, charcoal, inks, chalk, pastels, IT software
Colour & tone: painting, printing, ink, dye, textiles, pencils, crayon, pastels
Texture: Textiles, clay, sand, plaster, stone
Shape & form: 3D work, clay, dough, boxes, wire, paper sculpture, mod roc
Pattern: paint, print, pencil, textiles, clay, printing
-Use key vocabulary (tier 2) in talking about learning.

-How to get different effects from different media e.g. chalk can smudge.
 -Use drawing to tell a story.
 -To make thick and thin lines (e.g. with different paintbrushes).
 -Create some recognisable shapes and features e.g. a rainbow or a circle for a sun, a face.
 -Mix colours to make new ones.
 -Add detail to drawings which represent each part of the object (e.g face, body, legs).
 -Make a repeated press print pattern with chosen objects (beads, straws buttons, sponges etc) paint & press.
 -To make choices about the materials and colours they use.
 -Select appropriate resources and say what they are going to make.
 -To describe their picture and say what they like about it.

KEY CONCEPTS in art & design: expression and...
Line: pencil, charcoal, inks, chalk, pastels, IT software
Colour & tone: painting, printing, ink, dye, textiles, pencils, crayon, pastels
Texture: Textiles, clay, sand, plaster, stone
Shape & form: 3D work, clay, dough, boxes, wire, paper sculpture, mod roc
Pattern: paint, print, pencil, textiles, clay, printing
-Use key vocabulary (tier 2) in talking about learning.

-To use understanding of line to create a drawing, describe its features and explain choices made.
 -Add detail to drawings which represent objects e.g. details on a face, eyes nose mouth.
 -Encourage accurate drawings of people.
 -Know how to make some secondary colours e.g. green.
 -To use understanding of colour to create a painting, describe its features and explain choices made.
 -To use understanding of texture to create visual art, describe its features and explain choices made.
 -Combine materials to create new textures (e.g. paint and sand/lentils).
 -To use understanding of form to create a 3D piece of art , describe its features and explain choices made.
 -Mould dough / clay into a shape of a specific object and add detail to it (e.g. tools to make marks on it to decorate).
 -To use understanding of print to create a print work, describe its features and explain choices made.
 -To use understanding of pattern to create a piece of art, describe its features and explain choices made.
 (NB any of the above can be combined as per school's curriculum)

<p>-To say what they did and how they did it (materials, tools techniques). -To describe their picture and say what it is.</p> <p><u>Topic vocabulary & specific knowledge/skill</u></p> <p>-Look at the work of Vincent Van Gogh artist and say what they see (colours etc). -To roll printing ink/paint over found objects to create prints. -Look at models created by artists. -Say what they like or dislike about an artist's work.</p>	<p>-Mould dough / clay into a shape of a specific object (e.g. dog, boat) by pinching, rolling, stretching and squeezing. -To compare their work to someone else's (e.g. artists linked to school's curriculum/text) and notice some things that are the same and different. -To talk about a process (how they have used a tool) to make a picture / print. -Handling, manipulating and describing the materials being used and their effects.</p> <p><u>Topic vocabulary & specific knowledge/skill</u></p>	<p>-To compare their work to someone else's (e.g. artists linked to school's curriculum/text) and notice some things that are the same and different. -To talk about a process (how they have used a tool) to make a picture / print. -Handling, manipulating and describing the materials being used and their effects.</p> <p><u>Topic vocabulary & specific knowledge/skill</u></p> <p>-Deliberately choose to replicate techniques they have seen Goldworthy artist use in their own work. -Begin to critique their own work.</p>
--	--	--

DT - Teach children to...

<p>KEY CONCEPTS in DT: design and function. -Use key vocabulary (tier 2) in talking about learning.</p> <p>-Use the language of designing and making (join, build, shape). -Handle equipment and one hand tools e.g. scissors safely and effectively. -Identify what they like about their creation. -Know different ways in materials can be joined using glue, cellotape, making tape, split pins, staples, paper clips. -Have experience of different types of materials. -Identify what they like about their creation. -Show curiosity about how things work e.g. moving toys, pop up books. -Say whether a product is fit for purpose e.g. a castle for a giant.</p>	<p>KEY CONCEPTS in DT: design and function. -Use key vocabulary (tier 2) in talking about learning.</p> <p>-Know that materials can be joined together in different ways and that some ways are better than others -Select appropriate resources and say what they are going to make -Select appropriate tools and techniques needed to shape, assemble and join materials; use these safely. -That idea of improvement, eg by showing 2 models, noticing that one is better than the other and beginning to articulate why -To plan what they want to make e.g. verbal. -Know how to make some simple mechanisms e.g. pop-ups. -Give reasons why a product is fit or not fit for purpose e.g. clothes for a teddy.</p> <p><u>Topic vocabulary & specific knowledge/skill</u></p>	<p>KEY CONCEPTS in DT: design and function. -Use key vocabulary (tier 2) in talking about learning.</p> <p>-Talk about their creation and how they made it -Choose and use appropriate tools and techniques needed to shape, assemble and join materials; use these safely. -Talk about something that could be improved -To draw a plan of what they want to make e.g. pictorial -Talk about how they changed their plan as they worked and why. -Know how to make some simple mechanisms e.g. sliders and levers. -Know why a familiar product is or isn't fit for purpose and how it could be improved e.g. a bed for a doll.</p> <p><u>Topic vocabulary & specific knowledge/skill</u></p>
--	--	---

<p>Topic vocabulary & specific knowledge/skill Join, build, shape, stick, attach, cut, hole punch, moving, split pin, design -Know how to create a moving part. -Use tools to cut shape. -Join paper and card.</p>	<p>Names of equipment and utensils, ingredients, mix, stir, roll, pour, sift, pat, shape, cook, cool. - Know that different ingredients combine to make a new food. -Weigh/measure food products. -Know that some foods need cooking and that cooking changes food. -To identify healthy and unhealthy food</p>	<p>Cut, join, fix, strong, weak, attach, fold, shape names, cardboard, paper, card, plastic, material -Know how to cut and join different materials. -Know that different materials can be combined to create something new. -Select appropriate resources and tools</p>
<p>Music - Teach children to...</p>		
<p>KEY CONCEPTS in music: rhythm and perform. -Use key vocabulary (tier 2) in talking about learning.</p> <p>-Sing well known repetitive songs and rhymes. -Join in with actions to songs and rhymes taught. -Recognise that sounds can be made in different ways. -Begin to use some musical terms e.g quiet/loud. -Use body percussion to accompany music e.g. clapping. -Use untuned percussion to accompany music or songs. -Know the names of instruments they use.</p> <p><u>Main Songs – Autumn 1</u> Pat-a-cake 1,2,3,4,5 Once I caught a fish alive This old man Five Little Ducks Name song Things for fingers</p> <p><u>Main Songs – Autumn 2</u> I’m a little teapot The Grand Old Duke of York Ring O’Roses Hickory Dickory Dock Not too difficult The ABC song</p>	<p>KEY CONCEPTS in music: rhythm and perform. -Use key vocabulary (tier 2) in talking about learning.</p> <p>-Learn to sing a range of songs across different genre and cultures. (Link to UoW). -Join in with actions and begin to create their own. -Choose a musical instrument to make a specific sound e.g. to accompany a story. -Begin to use some musical terms e.g. high/low. -Use untuned percussion to accompany music with increasing attention to the beat. -Know the names of instruments they use.</p> <p><u>Main Song – Spring 1</u> Wind the bobbin up Rock-a-bye Baby Five Little Monkeys Twinkle Twinkle If you’re happy and you know it. Head, shoulders, knees and toes.</p> <p><u>Main Songs – Spring 2</u> Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row Row</p>	<p>KEY CONCEPTS in music: rhythm and perform. -Use key vocabulary (tier 2) in talking about learning.</p> <p>-Sing a range of songs in unison with the class or a group. -Join in with actions and suggest others or alternatives. -Begin to recognise changes in pitch, tempo and dynamics when listening to music. To know that songs have sections -Choose musical instruments for specific reasons and say why. -Begin to hold a steady beat when accompanying music with body or instrument percussion. -Know the names of instruments they use and some of the more common ones that they hear e.g. piano.</p> <p><u>Main Songs – Summer 1</u> Big Bear Funk</p> <p><u>Main Songs – Summer 2</u> Big bear funk Baa Baa Black Sheep Twinkle Twinkle Incy Wincy Rock-a bye Row, row, row</p>

	<p>The Wheels on the bus The Hokey Cokey</p>	
Dance - Teach children to:		
<p>KEY CONCEPTS in dance: rhythm and perform. -Use key vocabulary (tier 2) in talking about learning.</p> <p>-Respond to music. -Create their own movement ideas. -Watch dances (live or recorded) and talk about how it makes them feel. -Participate in dance games. -Link to PD gross motor.</p>	<p>KEY CONCEPTS in dance: rhythm and perform. -Use key vocabulary (tier 2) in talking about learning.</p> <p>-Copy a taught sequence. -Understand different types of movement linked to genres/cultures of music (fast slow etc ballet, hip hop). Link to UoW where appropriate. -Dance to music with others (no taught routine), begin to show an awareness of rhythm. -Link to PD gross motor.</p>	<p>KEY CONCEPTS in dance: rhythm and perform. -Use key vocabulary (tier 2) in talking about learning.</p> <p>-To say what they like/don't like about types of dances. -Understand different types of movement linked to genres /cultures of music (expanded repertoire from spring). -Create their own simple sequence. -Begin to move rhythmically. -Link to PD gross motor.</p>
Where does it happen?		
<p>Curriculum Expressive Arts and Design content is mapped out, sequenced and progressive allowing children to build vocabulary, knowledge and secure understanding. Vision & values underpinning teaching & learning. On-entry deficits are considered and inform the curriculum and teaching. The sequenced EY curriculum enables children to build schema (mental models) associated with the subject disciplines they will encounter in KS1. Children whilst not necessarily being able to say which subject, can talk about their learning using appropriate vocabulary.</p>	<p>Routines Special days festivals, celebrations and traditions. School calendar events. All adults know the key lesson driven vocabulary and understand, and vocabulary to be enacted wherever possible.</p>	<p>Provision & practices Direct teaching & guided practice. Daily intentional continuous provision</p> <ul style="list-style-type: none"> ○ specific CP for identified children i.e. those who are accurate – fluency practice, those who are not yet accurate – develop accuracy with an adult. ○ outdoor/indoor intentional. <p>Additional teaching and guided practice for identified children needing more learning time and experience. Adult questioning elicits learning talk, use of vocabulary and children to make sense of meaning for themselves. Immediate feedback has impact.</p>

<p>Careful links which support the development of schema are planned within and across the curriculum. The curriculum ensures that by the end of EY children are ready for Y1.</p>		<p>Adult use of curriculum vocabulary. Media in provision is matched with what is intended. Enabling environments (outside and inside) support language development.</p>
--	--	--

Glossary

- Direct teaching – usually whole class, but can be group, teacher with all children teaching new content and checking the understanding of all through systematic AfL
- Guided Practice – whole class / group / small group (as required) for children who need further reinforcement to make learning more secure, additional teaching to fill curriculum gaps and/or fragilities, or support with attaining accuracy. Within Guided Practice, additional teaching/adult modelling will ensure need is met and children with gaps/fragilities are enabled to catch up. Systematic Guided Practice ensures children from lower starting points can keep up with peers.
- Focussed continuous provision – provision is set up around one focus area of learning i.e. mathematics and the intention of all learning activities links with the direct teaching all children have just had.
- Intentional continuous provision – carefully thought-through provision, with clearly defined and intentional learning (linked to the curriculum) underpins the activities children are participating in. Different need is reflected in provision, so children needing to practice (as they are already accurate) get to do this, whereas children requiring adult modelling to support becoming accurate, get this. This amongst a myriad of curriculum-informed provision activities which serve the entire EY curriculum.

Resources – links to documents have been included in the text. All documents referred to, including referenced documents can be found in [EY Curriculum & supporting documents 2022-23](#)

References

- DfE Development Matters 2021
- DfE Early years foundation stage profile – handbook 2022
- Working with the revised Early Years Foundation Stage – Dr Julian Grenier
- EEF Preparing for literacy - improving communication, language & literacy in the EY
- EEF Metacognition & self-regulation
- NCETM – early years
- ECMG – Early Childhood Maths Group
- Highlands Literacy
- Developmental Continuum of skills – Mother Goose Time
- CEA – developing fundamental movement skills
- Universally speaking - the ages & stages of children's communication development 0-5 – I can