



**The
Oak Partnership**

Early Years Curriculum

2024-26



Publication 1.01

This publication is available on the Trust Intranet

© 2024 The Oak Partnership Trust
All rights reserved

Reproduction, storage, adaptation or translation, in any form or by any means, of this publication is prohibited without the prior written permission of the publisher. Excerpts may be reproduced for the purpose of research, private study, criticism or review, or by educational institutions solely for educational purposes, without permission, providing full acknowledgement is given.

Published in the UK in September 2024 by The Oak Partnership

The Oak Partnership Trust is registered in England as a company limited by guarantee. Number 11692743

Registered Office:
Selworthy Special School
Hazelbrook Campus
Lyngford Road
Taunton
Somerset
TA2 7EG

www.oak.education
office@oak.education

Contents

Curriculum Intent	5
Curriculum Pathway: Special Educational Needs and Disabilities.....	6
Curriculum Intent, Implementation & Impact	7
Principles of the EYFS.....	8
British Values	9
Communication and Language	11
Personal, Social and Emotional Development	15
Physical Development	18
Literacy.....	21
Mathematics	24
Understanding the World	27
Expressive Arts and Design.....	30

Curriculum Intent

Our curriculum:

- Provides a framework from which Nurseries and reception classes are able to offer quality EY (Early Years) education.
- For most of the time, children within our Early Years provision are engaged in exploration and play based learning which is well-resourced and well-supported.
- This learning does not have immediate fixed outcomes, but EY staff are mindful of the outcomes we want children to reach, and guide children towards them.
- Children have significant choice and independence as they play. This supports their developing confidence, independence, collaboration, persistence and self-regulation.
- Exploration and play-based learning can be chosen entirely by the child or can be guided by the EY staff in a playful way. Children need both options.
- EY staff gently challenge children's thinking.
- EY staff provide invitations to play and learning provocations, which make the learning more challenging. They use new vocabulary naturally and repeatedly, so children use and learn those words. As practitioners interact with the children minute-by-minute, they are reflecting on how their interactions can support further learning.

Curriculum Pathway: Special Educational Needs and Disabilities

Our curriculum, both planned and unplanned, is designed to meet the needs of all children.

Taking an inclusive, 'child-centred' approach, the curriculum is adapted in order to reduce the impact of any barriers to learning and / or participation a child may experience as a result of a special educational need and / or disability.

Each child's provision is underpinned by the Early Years Curriculum and the four broad areas of need set out by the Special Educational Needs and Disabilities Code of Practice (2015):

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health and Wellbeing
- Sensory and Physical

"High Quality teaching, differentiated for pupils, is the first step in responding to pupils who have or may have SEN"

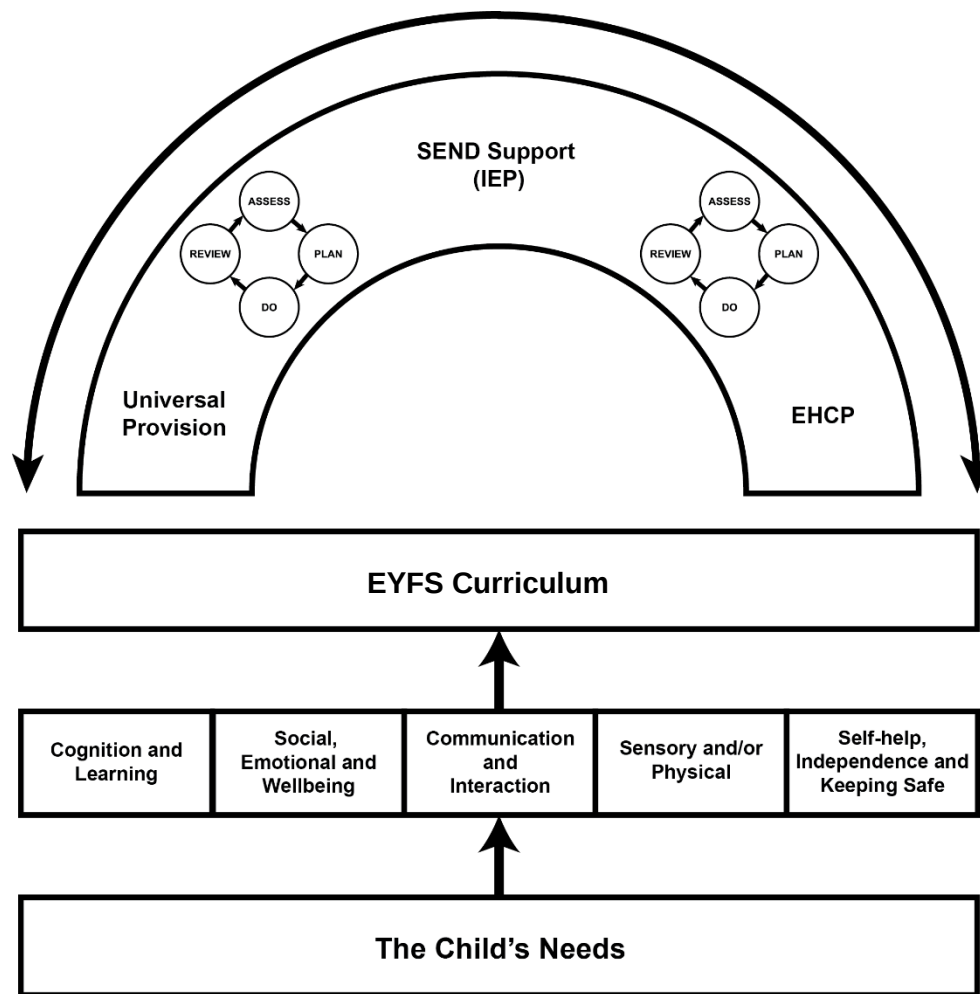
Special Educational Needs and Disabilities Code of Practice, 2015

The vast majority of children will thrive through the adapted high quality first teaching available at a universal level for all children in our settings. A small number of children may require provision, known as 'SEND Support', that is additional or different to that usually available to children of the same age ('universal') in order to make progress.

Children with the most severe and complex special educational needs and disabilities may require provision above and beyond that offered at a 'SEND Support' level. These children will typically be assessed for an Education Health Care Plan (EHCP). The child's EHCP will detail any special educational needs and / or disabilities and the provision necessary to meet those needs.

The impact of a child's curriculum (provision) on their progress and attainment is reviewed through regular cycles of 'Assess, Plan, Do, Review' (APDR) and changes are made to ensure the provision meets the child's needs.

The following diagram demonstrates our approach to every child's curriculum pathway. This is considered alongside the Somerset Graduated Response Tool.



Curriculum Intent, Implementation & Impact

Intent

It is our intent that children in EYFS begin with a positive, warm experience, on their life-long learning journey with us at West Monkton and beyond. We aim to provide children with a safe and nurturing environment where they can build positive relationships and encounter a wide range of experiences. We will foster a love of learning, encourage children to be enthusiastic and curious, whilst seeking to develop their resilience and independence. We believe these are the firm foundations needed to enable the children to reach their full potential by getting it right from the start. As the children start with us, we will consider individual children's starting points and ensure that all needs are met to enable children to make good progress in relation to their initial baseline. Children will be offered the opportunity to take part in a variety of activities that support their progress within the prime and specific areas of the curriculum.

Implementation

We value the importance of a play-based environment that allows teachers/ EY staff to plan a variety of activities to embed learning across the curriculum, throughout the day. These activities are a link from whole class learning and allow the children to carry on demonstrating skills learnt as well as working on next steps.

The children learn through a balance of adult led and child-initiated activities. On-going formative assessments continually happen in EYFS, where great emphasis is placed on questioning. High quality interactions with the children are key in modelling rich conversations, supporting the children with misconceptions, as well as extending their learning further. The activities in provision are carefully planned to engage and challenge them. There is equal importance for the children to have the opportunity to learn inside and outside of the classroom. When planning activities, we ensure that all areas of the curriculum are covered so that the children have a wide range of experiences, and we carefully think about the skills that the children are going to learn. These are important for the children as

they transferrable skills that can be used when moving onto Year 1 and beyond.

Additionally, across the Trust, we implement the 3H model – head, heart and hand. The 'head' refers to cognition and the children's knowledge and understanding of concepts and how they process them. In EYFS this is clearly aided by practitioners skilful planning of the activities on offer through continuous provision, and the questions that they ask children to deepen their understanding and engage in sustained shared thinking. The 'heart' captures the children's emotional response to the environment and those around them, thinking about how it makes them feel. The 'hand' considers the children's daily, first hand experiences in all that they do and how they behave as a result of this experience. This approach is at the core of what we believe Early Years Education is all about in supporting children to make connections in their learning, within a stimulating and nurturing environment.

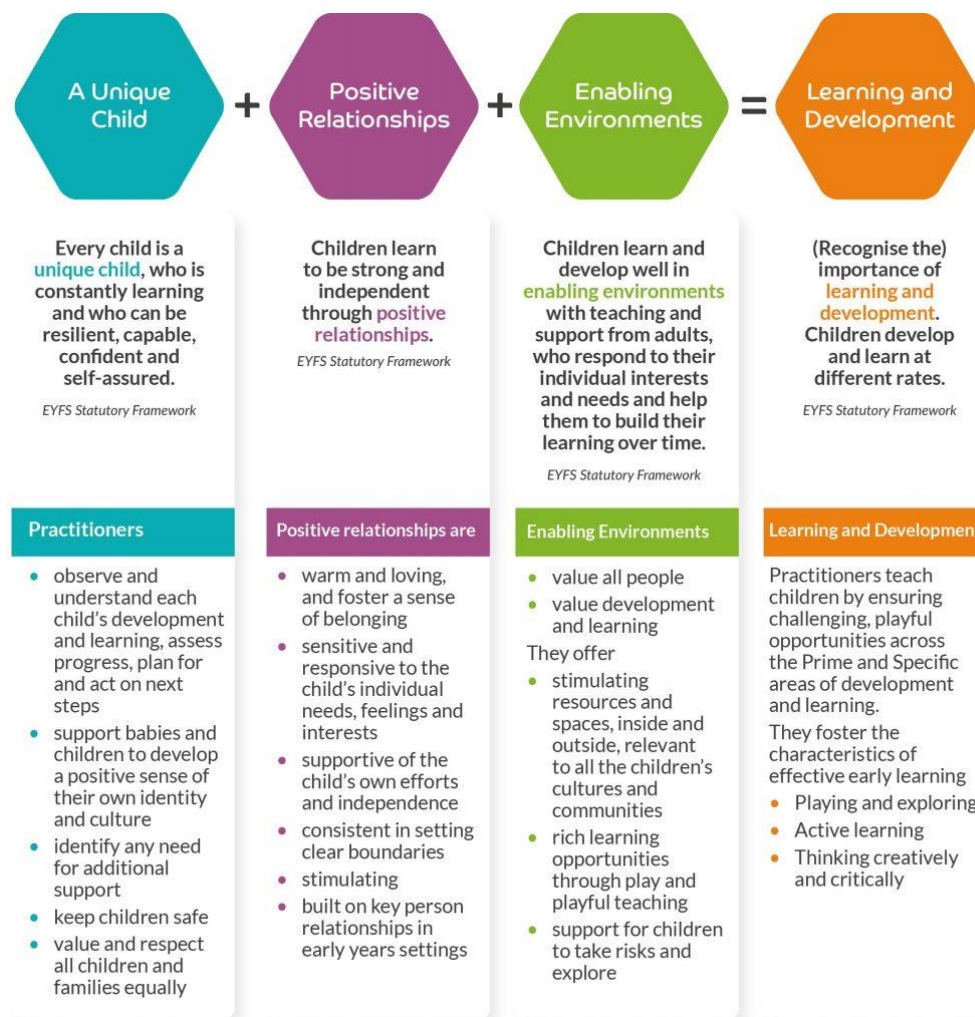
Impact

Children will feel happy in EY and demonstrate positive behaviour for learning. Our provision and implementation of the curriculum ensures that all the needs of the children are met. We monitor this through the high-quality observations and through conversations with the children. Children will have gained skills to show they are independent, resilient, and curious learners and we will be able to see this daily whilst the children are embedding skills learnt when in provision. When children are confident to share their learning with us and can demonstrate learning skills and behaviours independently, this indicates that they are secure in their knowledge and understanding within an area of learning. When this has been observed, we know that we have enabled our children to 'get it right from the start'.

Principles of the EYFS

The four principles of the EYFS underpin all the guidance in Birth to 5 Matters, which is designed to show how these principles work together for children in the EYFS.

All children develop in different ways and development is not a linear or automatic process. It depends on each unique child having opportunities to interact in positive relationships and enabling environments that encourage their engagement and recognise their strengths. All children have agency and curiosity to learn, and will interact with other people and the world around them in different ways. Understanding these different ways of knowing about the world is central to understanding who children are and how best to support their development.



British Values

There are four British Values which providers need to promote. In turn, these four values all fit somewhere within the categories of Personal, Social, and Physical Development (PSED) and Understanding the World (UW).

Democracy

Democracy is where we make decisions together. Like many of the other British Values, it's also about making sure that everyone has equal rights and is treated equally. Each child's views matter, and it's important they are given the opportunity to share and collaborate to make decisions together.

Where does it fit in the EYFS?

PSED – Self-Confidence and Self-Awareness - Enabling children to feel comfortable with questions is an important part of improving their confidence. Making sure you have an environment that allows enquiring minds to ask questions is key to this.

Rule of Law

The Rule of Law is about understanding that rules matter in our society. And that's about understanding that there are some rules that we need to follow. At an earlier level, it's more about understanding cause and effect and that our actions have consequences. This also ties into distinguishing between right and wrong.

Where does it fit in the EYFS?

PSED – Managing Feelings and Behaviour- The way we introduce this is by having a short set of simple, consistent Nursery rules. Making sure we model behaviour by following these rules is important too.

Individual Liberty

Individual Liberty focuses on freedom for everyone. The main point developmentally is to give children a positive sense of themselves. Promoting their self-confidence and self-awareness is really

important, as well as giving them the language and context to understand their own emotions.

Where does it fit in the EYFS?

PSED – Self-Confidence and Self-Awareness

UTW – People and Communities- Child-led play is a simple way to develop a child's liberty. We Allow children to explore their own interests rather than moving them towards a pre-made is a great way to raise their self-confidence.

Mutual Respect and Tolerance

This one comes down to the oldest saying in the book. Treat others as you'd like to be treated too. There should be an environment that encourages tolerance of all faiths, cultures, races and views, along with an understanding of our differences and similarities.

Where does it fit in the EYFS?

PSED – Managing Feelings and Behaviour

PSED – Making Relationships

UTW – People and Communities – We take time to help children understand our similarities and differences. We create a calendar of cultural events, and find ways to bring them into your activities and provisions.



Communication and Language

In Early Years, Communication and Language is a prime area in which children develop their spoken language. From an early age children will begin to lay the foundations needed to interact with peers and adults. These interactions along with practitioners sharing new vocabulary, will build upon children's language effectively. Developing children's oracy skills is a priority and provides a framework for growth.

Birth to 3 Years Old	3 and 4 Year Olds	Children in Reception	Early Learning Goals
a. Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent. b. Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods. c. Watch someone's face as they talk. d. Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements. e. Enjoy singing, music and toys that make sounds. f. Recognise and are calmed by a familiar and friendly voice. g. Listen and respond to a simple instruction. h. Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling).	a. Enjoy listening to longer stories and can remember much of what happens. b. Pay attention to more than one thing at a time, which can be difficult. c. Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". d. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" e. Sing a large repertoire of songs. f. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. g. Use longer sentences of four to six words. h. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.	a. Understand how to listen carefully and why listening is important. b. Learn new vocabulary. c. Use new vocabulary through the day. d. Ask questions to find out more and to check they understand what has been said to them. e. Articulate their ideas and thoughts in well-formed sentences. f. Connect one idea or action to another using a range of connectives. g. Describe events in some detail. h. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. i. Develop social phrases. j. Engage in story times. k. Listen to and talk about stories to build familiarity and understanding. l. Retell the story, once they have developed a deep	Listening, Attention and Understanding a. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. b. Make comments about what they have heard and ask questions to clarify their understanding. c. Hold conversation when engaged in back-and-forth exchanges with their teachers and peers. Speaking a. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. b. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Birth to 3 Years Old	3 and 4 Year Olds	Children in Reception	Early Learning Goals
i. Babble, using sounds like 'baba', 'mamama'. j. Use gestures like waving and pointing to communicate. k. Reach or point to something they want while making sounds. l. Copy your gestures and words. m. Constantly babble and use single words during play. n. Use intonation, pitch and changing volume when 'talking'. o. Understand single words in context – 'cup', 'milk', 'daddy'. p. Understand frequently used words such as 'all gone', 'no' and 'bye-bye'. q. Understand simple instructions like "give to nanny" or "stop". r. Recognise and point to objects if asked about them s. Generally focus on an activity of their own choice and find it difficult to be directed by an adult. Help toddlers and young children to focus their attention by using their name: "Fatima, put your coat on". t. Listen to other people's talk with interest but can easily be distracted by other things. u. Make themselves understood and can become frustrated when they cannot.	i. Start a conversation with an adult or a friend and continue it for many turns. j. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	- familiarity with the text; some as exact repetition and some in their own words. m. Use new vocabulary in different contexts. n. Listen carefully to rhymes and songs, paying attention to how they sound. o. Learn rhymes, poems and songs. p. Engage in non-fiction books. q. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	c. Express their ideas and feeling about their experiences using full sentences, including use of past, present and future tenses and making use of conjunction, with modelling and support from their teacher.

Birth to 3 Years Old	3 and 4 Year Olds	Children in Reception	Early Learning Goals
v. Start to say how they are feeling, using words as well as actions. w. Start to develop conversation, often jumping from topic to topic. Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. x. Use the speech sounds p, b, a. m, w. Pronounce: b. l/r/w/y c. f/th d. s/sh/ch/dz/j e. multi-syllabic words such as 'banana' and 'computer' y. Listen to simple stories and understand what is happening, with the help of the pictures. z. Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'. - aa. Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. - bb. Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').			

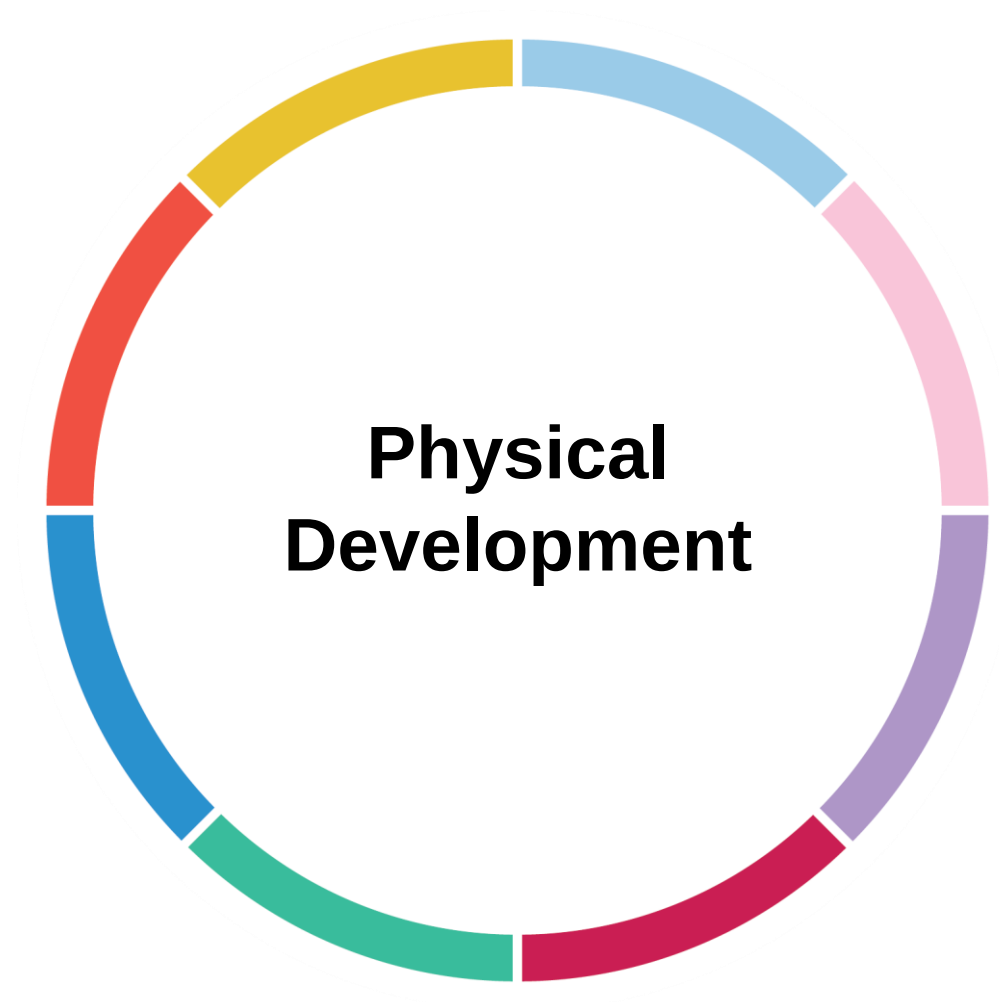


Personal, Social and Emotional Development

This area of learning is vital in enabling children to have happy experiences. This will lead onto them being happy in the environment around them, especially as they get older. Having good role models and interactions with adults will enable children to understand how to understand their own feelings and the feeling of others.

Birth to 3 Years Old	3 and 4 Year Olds	Children in Reception	Early Learning Goals
a. Express preferences and decisions. They also try new things and start establishing their autonomy. b. Engage with others through gestures, gaze and talk. c. Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. d. Find ways of managing transitions, for example from their parent to their key person. e. Thrive as they develop self-assurance. f. Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting. g. Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. h. Feel confident when taken out around the local neighbourhood and	a. Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. b. Develop their sense of responsibility and membership of a community. c. Become more outgoing with unfamiliar people, in the safe context of their setting. d. Show more confidence in new social situations. e. Play with one or more other children, extending and elaborating play ideas. f. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. g. Increasingly follow rules, understanding why they are important. h. Remember rules without needing an adult to remind them.	a. See themselves as a valuable individual. b. Build constructive and respectful relationships. c. Express their feelings and consider the feelings of others. d. Show resilience and perseverance in the face of challenge. e. Identify and moderate their own feeling socially and emotionally. f. Think about the perspectives of others. g. Manage their own needs. h. Know and talk about the different factors that support their overall health and wellbeing: a. regular physical activity b. healthy eating c. toothbrushing d. sensible amounts of 'screen time' e. having a good sleep routine f. being a safe pedestrian	Self-Regulation a. Show and understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. b. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. c. Give focused attention to what the teacher says, responding appropriately Managing Self d. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. e. Explain the reasons for rules, know right from wrong and try to behave accordingly. f. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Birth to 3 Years Old	3 and 4 Year Olds	Children in Reception	Early Learning Goals
enjoy exploring new places with their key person. i. Feel strong enough to express a range of emotions. j. Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums. k. Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. l. Be increasingly able to talk about and manage their emotions. m. Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. n. Develop friendships with other children. o. Safely explore emotions beyond their normal range through play and stories. p. Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”.	i. Develop appropriate ways of being assertive. j. Talk with others to solve conflicts. k. Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. l. Understand gradually how others might be feeling. m. Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. n. Make healthy choices about food, drink, activity and toothbrushing.		Building Relationships g. Work and play cooperatively and take turns with others. h. Form positive attachments to adults and friendships with peers. i. Show sensitivity to their own and to others’ needs.

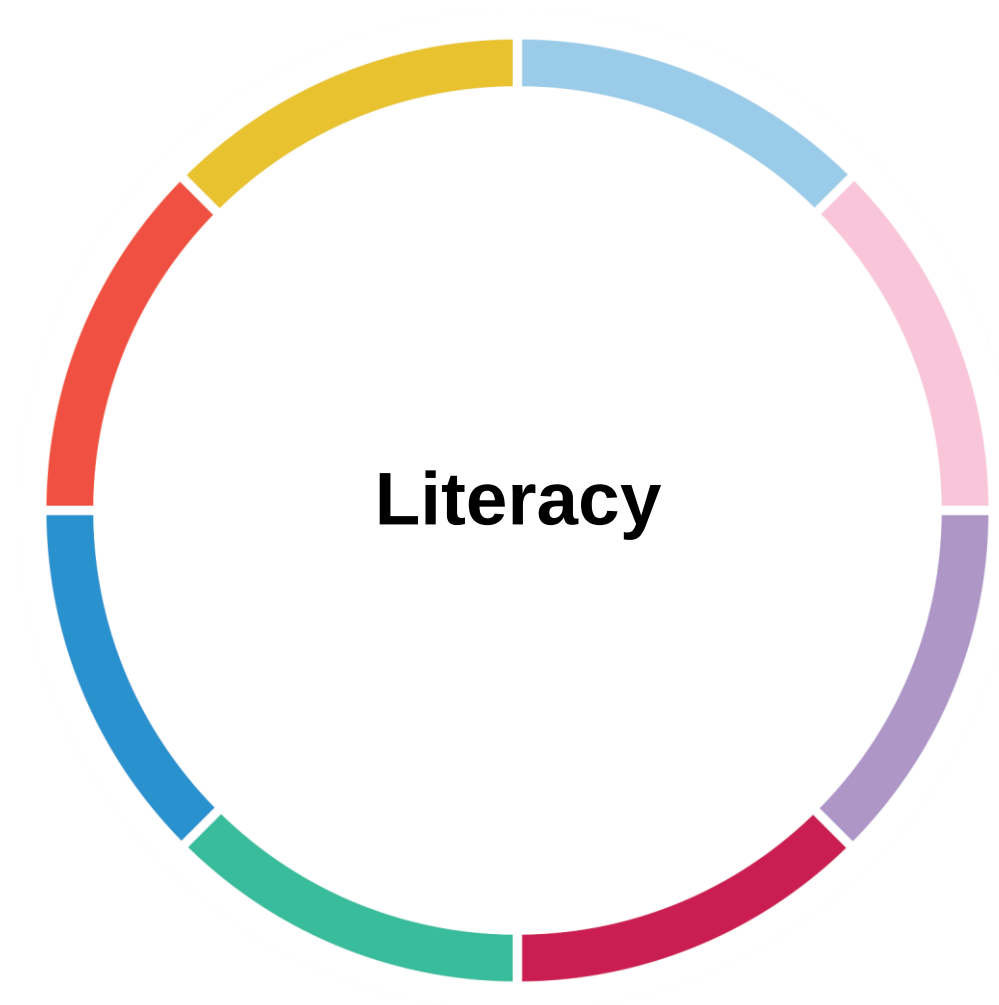


Physical Development

Children's physical development is key in enabling them to be healthy and live a happy life. Children will develop their fine and gross motor skills through exploring, co-ordination activities and different ways of moving. Fine motor skills will also develop children's hand-eye co-ordination which will lead onto CLL skills as they develop.

Birth to 3 Years Old	3 and 4 Year Olds	Children in Reception	Early Learning Goals
a. Lift their head while lying on their front. b. Push their chest up with straight arms. c. Roll over: from front to back, then back to front. d. Enjoy moving when outdoors and inside. e. Sit without support. f. Begin to crawl in different ways and directions. g. Pull themselves upright and bouncing in preparation for walking. h. Reach out for objects as co-ordination develops. i. Pass things from one hand to the other. Let go of things and hand them to another person, or drop them. Observation checkpoint j. Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. k. Clap and stamp to music. l. Fit themselves into spaces, like tunnels, dens and large	a. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. b. Go up steps and stairs, or climb up apparatus, using alternate feet. c. Skip, hop, stand on one leg and hold a pose for a game like musical statues. d. Use large-muscle movements to wave flags and streamers, paint and make marks. e. Start taking part in some group activities which they make up for themselves, or in teams. f. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. g. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. h. Choose the right resources to carry out their own plan. For	a. Refine the movement skills they have already learnt: rolling, crawling, walking, jumping, running, hopping, skipping and climbing. b. Progress towards a more fluent style of moving, with developing control and grace. c. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sports and swimming. d. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. e. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	Gross Motor Skills a. Negotiate space and obstacles safely, with consideration for themselves and other. b. Demonstrate strength, balance and coordination when playing. c. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor Skills d. Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. e. Use a range of small tools, including scissors, paintbrushes and cutlery. f. Begin to show accuracy and care when drawing.

Birth to 3 Years Old	3 and 4 Year Olds	Children in Reception	Early Learning Goals
boxes, and move around in them. m. Enjoy starting to kick, throw and catch balls. n. Build independently with a range of appropriate resources. o. Begin to walk independently – choosing appropriate props to support at first. p. Walk, run, jump and climb – and start to use the stairs independently. q. Spin, roll and independently use ropes and swings (for example, tyre swings). r. Sit on a push-along wheeled toy, use a scooter or ride a tricycle. s. Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. t. Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. u. Start eating independently and learning how to use a knife and fork. v. Develop manipulation and control. w. Explore different materials and tools	example, choosing a spade to enlarge a small hole they dug with a trowel. i. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. j. Use one-handed tools and equipment, for example, making snips in paper with scissors. k. Use a comfortable grip with good control when holding pens and pencils. l. Show a preference for a dominant hand. m. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	f. Combine different movements with ease and fluency. g. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. h. Develop overall body-strength, balance, co-ordination and agility. i. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. j. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. k. Develop the foundations of a handwriting style which is fast, accurate and efficient. l. Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.	

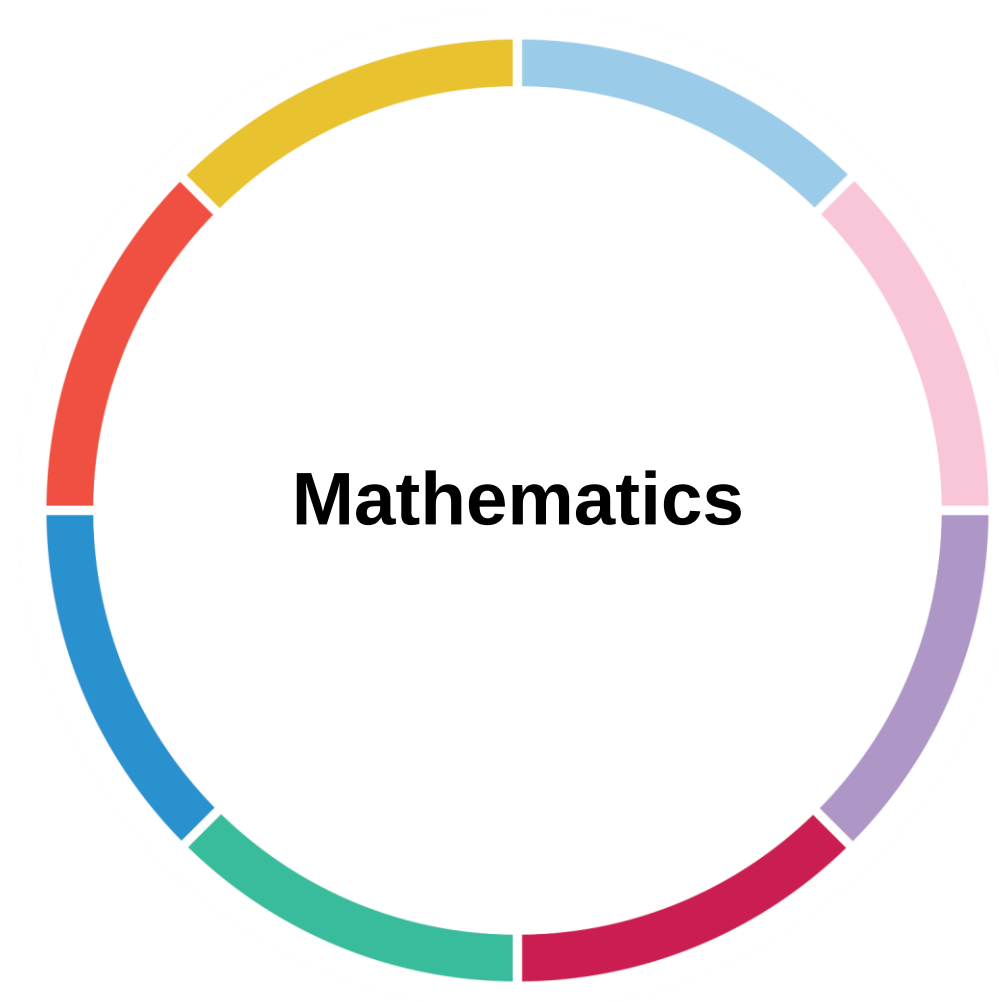


Literacy

A key element of literacy is developing the children's love of reading. Reading will develop children's language comprehension and word reading. It is key that adults around them talk about their environment, read books to them and talk about what is happening in those books. Singing songs and enjoying rhymes is also important to develop their love of reading. Children will be taught to read and write through the teaching of phonics, with letter-sound correspondence, and through the process of segmenting and blending. Writing skills will be aided by fine motor development, handwriting and spelling.

Birth to 3 Years Old	3 and 4 Year Olds	Children in Reception	Early Learning Goals
a. Enjoy songs and rhymes, tuning in and paying attention. b. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. c. Say some of the words in songs and rhymes. d. Copy finger movements and other gestures. e. Sing songs and say rhymes independently, for example, singing whilst playing. f. Enjoy sharing books with an adult. g. Pay attention and respond to the pictures or the words. h. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. i. Repeat words and phrases from familiar stories. Ask questions about the book. Make comments and shares their own ideas. j. Develop play around favourite stories using props.	a. Understand the five key concepts about print: a. print has meaning b. print can have different purposes c. we read English text from left to right and from top to bottom d. the names of the different parts of a book e. page sequencing b. Develop their phonological awareness, so that they can: a. spot and suggest rhymes b. count or clap syllables in a word c. recognise words with the same initial sound, such as money and mother c. Engage in extended conversations about stories, learning new vocabulary. d. Use some of their print and letter knowledge in their early	a. Read individual letters by saying the sounds for them. b. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. c. Read some letter groups that each represent one sound and say sounds for them. d. Read a few common exception words matched to the school's phonic programme. e. Read simple phrases and sentences made up of words with known letter-sound correspondence and, where necessary, a few exception words. f. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyments. g. Form lower-case and capital letters correctly.	Comprehension a. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. b. Anticipate (where appropriate) key events in stories. c. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Word reading d. Say a sound for each letter in the alphabet and at least 10 digraphs. e. Read words consistent with their phonic knowledge by sound-blending. f. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Birth to 3 Years Old	3 and 4 Year Olds	Children in Reception	Early Learning Goals
k. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. l. Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." m. Make marks on their picture to stand for their name.	writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. e. Write some or all of their name. f. Write some letters accurately	h. Spell words by identifying the sounds and then writing the sound with letter/s. i. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. j. Re-read what they have written to check that it makes sense.	Writing g. Write recognisable letters, most of which are correctly formed. h. Spells words by identifying sounds in them and representing the sounds with a letter or letters. i. Write simple phrases and sentences that can be read by others

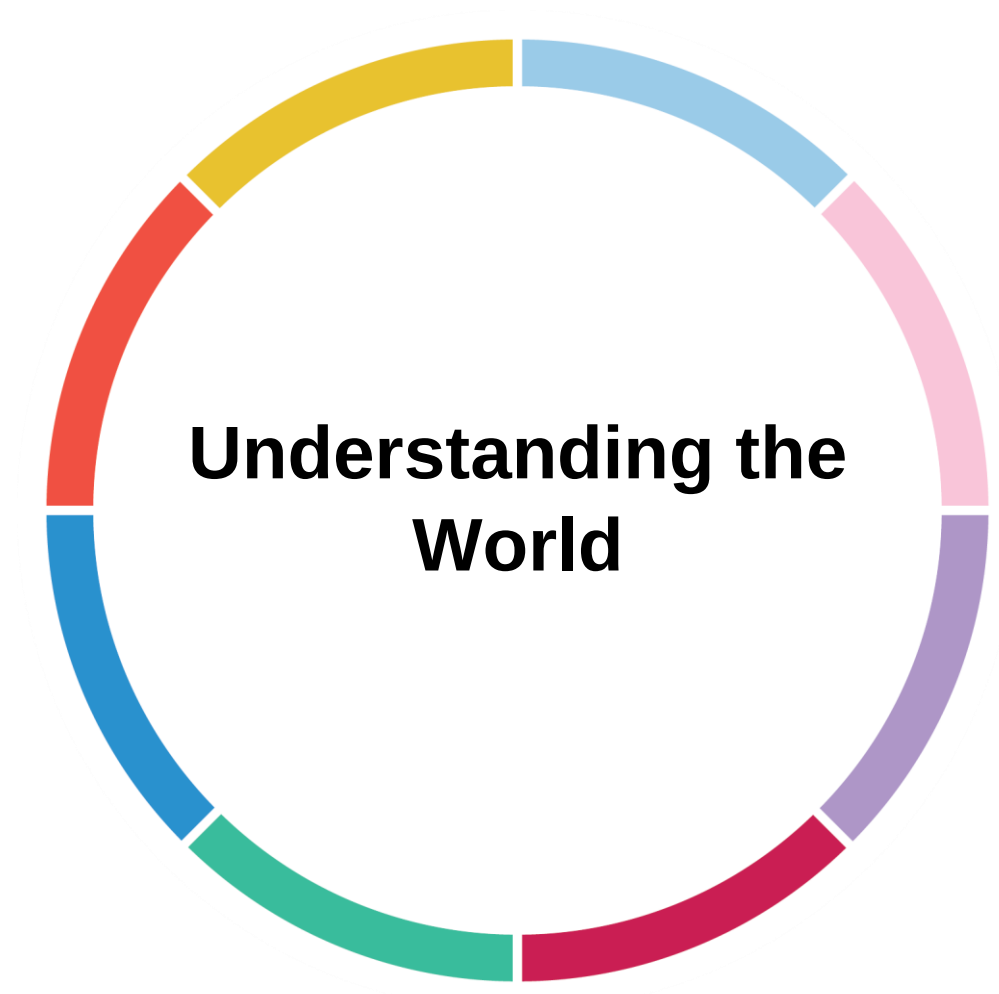


Mathematics

Developing a strong sense of number is key in enabling the children to have the foundations to build further mathematical learning. There is a greater focus on children's understanding and competence with numbers from 1-10, and time should be taken to ensure understanding is fully embedded. Number composition, subitising and number bond recall are all a big focus.

Birth to 3 Years Old	3 and 4 Year Olds	Children in Reception	Early Learning Goals
a. Combine objects like stacking blocks and cups. Put objects inside others and take them out again. b. Take part in finger rhymes with numbers. c. React to changes of amount in a group of up to three items. d. Compare amounts, saying 'lots', 'more' or 'same'. e. Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. f. Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'. g. Climb and squeeze themselves into different types of spaces. h. Build with a range of resources. i. Complete inset puzzles. j. Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. k. Notice patterns and arrange things in patterns	a. Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). b. Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. c. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). d. Show 'finger numbers' up to 5. e. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. f. Experiment with their own symbols and marks as well as numerals. g. Solve real world mathematical problems with numbers up to 5. h. Compare quantities using language: 'more than', 'fewer than'. i. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal	a. Count objects, actions and sounds. b. Subitise. c. Link the number symbol (numeral) with its cardinal value. d. Count beyond ten. e. Compare numbers. f. Understand the 'one more than/one less than' relationships between consecutive numbers. g. Explore the composition of numbers to 10. h. Automatically recall number bonds for numbers 0-10. i. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. j. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. k. Continue, copy and create repeating patterns. l. Compare length, weight and capacity.	Number a. Have a deep understanding of number to 10, including the composition of each number. b. Subitise (recognise quantities without counting) up to 5. c. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Numerical Patterns d. Verbally count beyond 20, recognising the pattern of the counting system. e. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. f. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Birth to 3 Years Old	3 and 4 Year Olds	Children in Reception	Early Learning Goals
	and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. j. Understand position through words alone – for example, "The bag is under the table," – with no pointing. k. Describe a familiar route. l. Discuss routes and locations, using words like 'in front of' and 'behind'. m. Make comparisons between objects relating to size, length, weight and capacity. n. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. o. Combine shapes to make new ones – an arch, a bigger triangle, etc. p. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. q. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. r. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' s. Count objects, actions and sounds.		



Understanding the World

In Early Years, Science, Place and time and Faiths and beliefs fall under the 'Understanding the World' area of the Early Years curriculum. This involves guiding the children to make sense of their physical world and the environment through opportunities to explore, observe and find out about people, places, technology and the world around them. We aim to foster children's natural curiosity along with their own enjoyment for exploring new ideas. Where possible cross-curricular links are made as this allows children to put their learning experiences into context and to develop their holistic understanding.

Birth to 3 Years Old	3 and 4 Year Olds	Children in Reception	Early Learning Goals
a. Repeat actions that have an effect. b. Explore materials with different properties. c. Explore natural materials, indoors and outside. d. Explore and respond to different natural phenomena in their setting and on trips. e. Make connections between the features of their family and other families. f. Notice differences between people	a. Use all their senses in hands-on exploration of natural materials. b. Explore collections of materials with similar and/or different properties. c. Talk about what they see, using a wide vocabulary . d. Begin to make sense of their own life-story and family's history. e. Show interest in different occupations. f. Explore how things work. g. Plant seeds and care for growing plants. h. Understand the key features of the life cycle of a plant and an animal. i. Begin to understand the need to respect and care for the natural environment and all living things. j. Explore and talk about different forces they can feel. k. Talk about the differences between materials and changes they notice.	The Natural World	
		a. Explore the natural world around them. b. Describe what they see, hear and feel whilst outside. c. Understand the effect of changing seasons on the natural world around them.	a. Explore the natural world around them, making observations and drawing pictures of animals and plants. b. Know some similarities and differences between the natural world around them and contrasting environment, drawing on their experiences and what has been read in class. c. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
		Past and Present	
		d. Name and describe people who are familiar to them. e. Comment on images of familiar situations in the past. f. Compare and contrast characters from stories, including figures from the past.	d. Talk about the lives of the people around them and their roles in society. e. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Birth to 3 Years Old	3 and 4 Year Olds	Children in Reception	Early Learning Goals
	l. Continue developing positive attitudes about the differences between people. m. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos	g. Draw information from a simple map. h. Recognise some similarities and differences between life in this country and life in other countries. i. Recognise some environments that are different to the one in which they live.	f. Understand the past through settings, characters and events encountered in books read in class and storytelling.
		People, Culture and Communities	
		j. Talk about members of their immediate family and community. k. Understand that some places are special to members of their community. l. Recognise that people have different beliefs and celebrate special times in different ways.	g. Describe their immediate environment using knowledge from observation, discussions, stories, non-fiction texts and maps. h. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. i. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (where appropriate) maps.



Expressive Arts and Design

This area of learning focuses on developing children's imagination and creativity, and being able to use different media and materials. It enables children to express, represent, and understand their own feelings and ideas.

Birth to 3 Years Old	3 and 4 Year Olds	Children in Reception	Early Learning Goals
a. Show attention to sounds and music. b. Respond emotionally and physically to music when it changes. c. Move and dance to music. Anticipate phrases and actions in rhymes and songs, like 'Peepo'. d. Explore their voices and enjoy making sounds. e. Join in with songs and rhymes, making some sounds. f. Make rhythmical and repetitive sounds. g. Explore a range of soundmakers and instruments and play them in different ways. h. Notice patterns with strong contrasts and be attracted by patterns resembling the human face. i. Start to make marks intentionally. j. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. k. Express ideas and feelings through making marks, and	a. Take part in simple pretend play, using an object to represent something else even though they are not similar. b. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. c. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. d. Explore different materials freely, to develop their ideas about how to use them and what to make. e. Develop their own ideas and then decide which materials to use to express them. f. Join different materials and explore different textures. g. Create closed shapes with continuous lines and begin to use these shapes to represent objects. h. Draw with increasing complexity and detail, such as representing a face	a. Explore, use and refine a variety of artistic effects to express their ideas and feelings. b. Return to and build on their previous learning, refining ideas and developing their ability to represent them. c. Create collaboratively sharing ideas, resources and skills. d. Listen attentively, move to and talk about music, expressing their feelings and responses. e. Watch and talk about dance and performance art, expressing their feelings and responses. f. Sing in a group or own their own, increasingly matching the pitch and following melody. g. Develop storylines in their pretend play. h. Explore and engage in music making and dance, performing solo or in groups.	Creating with Materials a. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. b. Share their creations, explaining the process they have used. c. Make use of props and materials when role playing characters in narrative and stories. Being imaginative and Expressive a. Invent, adapt and recount narratives and stories with peers and their teacher. b. Sing a range of well-known nursery rhymes and songs. c. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Birth to 3 Years Old	3 and 4 Year Olds	Children in Reception	Early Learning Goals
sometimes give a meaning to the marks they make. l. Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. m. Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.	with a circle and including details. i. Use drawing to represent ideas like movement or loud noises. j. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. k. Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc. l. Listen with increased attention to sounds. m. Respond to what they have heard, expressing their thoughts and feelings.		

