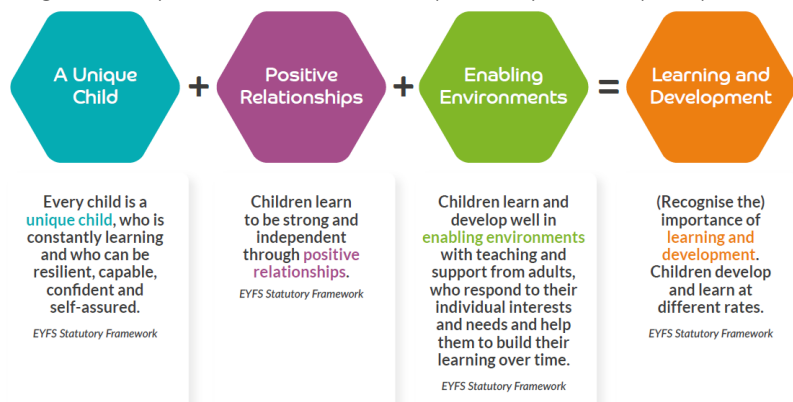


## EYFS Curriculum

### Principles of the EYFS

All children develop in different ways and development is not a linear or an 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. At Aboyne Lodge our Early Year curriculum is underpinned by the four principles of the EYFS.



### Observation, Assessment and Planning

**Formative assessment is an integral part of teaching young children.** Children's development and learning is best supported by starting from the child, and then matching interactions and experiences to meet the child's needs. On-going formative assessment (OAP cycle) is at the heart of our early years practice. It involves observation of children as a part of all activity, which is most often held in the mind of the practitioner but may sometimes be documented, using this rich information to understand how a child is developing, learning and growing, and then planning the next steps for the adults in supporting and extending the learning.

**Observation** – observe children as they act and interact in their play, everyday activities and planned activities and learn from parents about what the child does at home.

**Assessment** – reflect on what you have noticed to help you understand the child/children.

**Planning** – decide how best to support, extend and teach children based on your observations and assessments.



### Our Curriculum – Intent

Our curriculum is ambitious and carefully sequenced to help our children to build their learning over time. It is often driven by the interests and individual needs of the children.

Our curriculum is designed to create and nurture independent, confident, excited young learners who have a love of reading and who demonstrate strong oracy skills.

At Aboyne Lodge we have identified **4 key drivers** that help to shape and enhance our curriculum. These are:

1. Equality and Diversity
2. Sustainability
3. Oracy
4. Growth Mindset

These drivers are embedded within our early years curriculum.

### Our Curriculum – Implementation

Our planning is flexible as young children do not develop in a fixed way.

Our curriculum provides opportunities for the children to learn through play, by adults modelling, by observing each other and through guided learning and direct teaching. Older children need more of the guided learning.

### Our Curriculum – Impact

We continuously assess the impact of our curriculum by observing the children and tracking the progress they make in our setting. We revise our provision based on the children's needs (see OAP cycle).

## EYFS Curriculum



	Aut 1	Aut 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Umbrella Themes</b>	<b>Marvellous Me</b>	<b>Wonderful World</b>	<b>Winter Wonderland</b>	<b>Once Upon a time</b>	<b>The Great outdoors</b>	<b>Off we go....</b>
	Celebrations – Sukkot, Rosh Hashana, Yom Kippur  Immediate community - Family/Family Tree/People who are familiar e.g. friends  Emotions, The body and The 5 Senses  Autumn	Celebrations – E.g. Diwali, Christmas, Hanukah  Countries and Continents of the world through celebration  Wider Community - People who help/People less familiar  Autumn/Harvest	Celebrations – New Year, Lunar New Year  Cold weather and cold places Antarctica and Arctic  Explorers  Winter	Celebrations – Easter, Holi  Traditional Tales/ Fairy Tales (Plus diverse/modern versions)  Homes/Toys/Figures in the past  Winter into Spring	Celebrations - Eid  Plants and Animals  Life cycles  Habitats  Changes, physical, emotional  Spring	Celebrations – The Hajj (journey)  Transport – Now & Then  Maps and journeys/ Position and Direction  Hot weather and hot places - deserts and rainforests  Summer
<b>Curriculum Drivers</b>						
	<b>Marvellous Me</b>	<b>Wonderful World</b>	<b>Winter Wonderland</b>	<b>Once Upon a time</b>	<b>The Great outdoors</b>	<b>Off we go....</b>
<b>1. Equality and Diversity</b>	Families are all different... e.g. some have no dad, two dads read etc. Read stories like ‘my daddies’ by Gareth Peter and ‘Uncle Bobby’s Wedding’. People have different colour hair, eyes, skin. Link to stories like ‘my hair’ by Hannah Lee and ‘The new small person’.	Teach using diverse images of different people who help us and read stories about people who help us with diverse characters e.g. All through the Night, Jabari Tries, Shim Lu’s Grandpa	Know that some people have physical disabilities. Read stories like ‘Freddie the Fairy and Amazing’.	Challenge gender stereotypes in fairy-tales with modern versions. Show diverse images of princesses etc with different skin colour and clothes.	Read plants/animal themed stories with a diverse range of main characters e.g. The Extraordinary Gardener Show images in the role-play area that reflect a diverse range of gardeners (e.g. not just Mr Bloom!)	Look at the journeys to school of other children around the world and know some people are different to us. Read journey stories with diverse characters like ‘Look up’ and ‘Astro Girl’
<b>2. Sustainability</b>	Recycle – introduce our junk modelling recycling station and link to home recycling	Nature Enrichment – art in nature	Climate Change – why are the polar ice caps melting?	Reduce and reuse - linked to materials topic	Gardening – growing your own food and build a bug hotel	Reduce plastic - Keeping Oceans and Beeches Clean
<b>3. Oracy</b>	<u>Talk Activities</u> Teach – turn to your partner... What is active listening?	<u>Talk Activities</u> What is the same? What is different?	<u>Talk Activities</u> Which is the odd one out? Why?	<u>Talk Activities</u> Hot seating – becoming characters	<u>Talk Activities</u> Questions - Can you think of a question about...	<u>Talk Activities</u> Performance voice

## EYFS Curriculum

<p><b>4. Growth Mindset</b></p>	<p>Introduce Tough tortoise</p> <p>Introduce Zones of Regulation...</p>	<p>Introduce Wise Owl</p>	<p>Introduce Buddy Bee</p>	<p>Introduce Super Squirrel</p>	<p>Link growth mind-set to our own learning... I am... because...</p>	<p>Link growth mind-set to other people's learning... He/She is... because...</p>
<p><b>End of EYFS Key Knowledge</b></p>	<p>PSHE All About Me We know families come in all shapes and sizes. We are all unique, people can have similarities and differences to me. We know when we are feeling happy, sad, angry, frustrated and worried and begin to can say why and suggest what we can do to help.</p> <p>History We know members of our family. We can know about and things in our recent past.</p>	<p>PSHE Wider Community We know people can have similarities and differences and can name some. We know people who can help us in our community.</p> <p>Geography There are lots of different countries in the world and naming some...England and the ones where children in this class' families are from. Some countries have different weather, clothes, food and landscapes to England.</p>	<p>PSHE Health We can name some ways to keep healthy and know how to look after ourselves, particularly in winter We know how to keep our teeth clean.</p> <p>Geography Polar regions are cold, icy and have snow. Not many plants grow there. We can describe what it is like and name some animals that live there.</p>	<p>PSHE Choices Right and wrong linked to good and bad characters in stories. Making right decision and wrong decision Know it is good to be kind and help others</p> <p>History Homes in the past were different to our homes now. Houses were made of different materials</p> <p>People in the past wore different clothes and children played with different toys.</p>	<p>PSHE Environment We know that living things have needs and know simple ways to care for them.</p> <p>Geography We know that animals live in different places suited to them, and tell you where different animals live e.g. whales - oceans, pigs - farm</p>	<p>PSHE We know when we are feeling worried and what to do. We know about sun safety.</p> <p>History Transport People travelled in different ways.</p> <p>Geography We can name some hot places and describe them e.g Deserts and rainforests Maps and Journeys Position and direction, following and giving directions and instructions. We can describe a journey to school. We know that some people's journey's to school are very different.</p>

## EYFS Curriculum


	<p>Science Animals and Humans Naming the body parts. Describe how to stay healthy. We have five senses - taste, touch, sight, hearing, smell.</p>	<p>Science Seasons and signs of Autumn. In Autumn some leaves change colour and start to fall off the trees. We know that the farmers grow our food.</p>	<p>Science Seasons and Signs of Winter. In Winter it is cold and can be snowy and icy. Not much grows. The clothes we wear keep warm. There are hot and cold places in the world with different weather patterns.</p>	<p>Science Materials - Houses are made of different materials. We can name some materials and talk about them.</p>	<p>Science Animals and Life Cycles Baby animals are sometimes known by different names to the adult. Some baby animals do not look like the adult. Animals grow and change over time. Animals have babies. Plants grow from seeds or bulbs. Plants have roots, stems/stalks, leaves and flowers. Plants need light, water and food to grow.</p>	<p>Science Seasons and signs of summer</p>
	<p>RE We explored facts about Sukkot</p>	<p>RE We explored facts about Christmas</p>	<p>RE We explored facts about Lunar New Year</p>	<p>RE We explored facts about Holi and Easter</p>	<p>RE We explored facts about Eid</p>	<p>RE We explored facts about The Hajj</p>

	<p><b>Key Vocabulary</b></p> <p>Topic Words</p> <p>listen, answer, ask, question, explain, understand, talk, describe</p>
<p><b>Communication and Language</b></p> 	
<p><b>Personal. Social, Emotional Development</b></p> 	<p>Emotions</p> <p>happy, sad, angry, excited, worried, upset, frustrated, calm, tired</p> <p>Building relationships</p> <p>same, different, equal, friend, kind, caring, helpful, disagreement, solution, disagree, agree, argue</p> <p>Self Care</p> <p>toilet, teeth, hygiene, healthy, exercise, clean, independent, germs</p>
<p><b>Physical Development</b></p>	<p>Gross Motor</p>

## EYFS Curriculum

	<p>Move, walk, run, hop, jump, slide, gallop, crawl, slide, fast, slow, stop, go</p> <p>Fine Motor paint, draw, fold, cut, grip, bend, twist, squash, squeeze, hold, sort</p>
<p><b>Mathematics</b></p> 	<p>Number add, take away, amount, total, more, less, fewer, greater, bigger, smaller</p> <p>Shape circle, triangle, square, rectangle, flat, curved, edge, corner, side</p> <p>Measures heavy, light, more, less, greater, fewer, taller, longer, shorter, wider, deeper, narrower</p> <p>Position and Direction On, off, over, under, above, below, next to, in front, behind, forwards, backwards</p> <p>Pattern same, different, similarities, differences, repeating</p>
<p><b>Literacy</b></p> 	<p>Reading and Writing book, page, author, word, letter, sound, title, sound, special friend, rhyme, capital letter, full stop, spelling, finger space</p>
<p><b>Understanding the World</b></p> 	<p>RE belief, religion, faith, festival, celebration</p> <p>History old, new, present, past, now, then, yesterday, today, time, day, week, month, year, remember, same, different</p> <p>Geography polar regions, hot and cold places, Arctic, Antarctic, climate, weather, desert, rainforest, jungle, beach, park, village, town, city, country, world, globe, earth, map, path, street, road, bridge, building, sea, river, lake, stream, forest, seasons, spring, summer, autumn, winter</p>


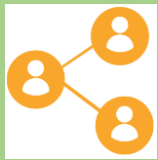
## EYFS Curriculum

	<p>Science</p> <p>question, answer, test, experiment, investigate, predict, sort, group, record, compare, describe, push, pull, force, ice, freeze, melt, boil, change, sink, float, plant, grow, flower, tree, soil, roots, stem, stalk, leaves, petals, trunk, branches, seed, bud, blossom, life-cycle, body parts, baby, adult, human, animal, materials, wood, metal, plastic, glass, rock, hard, soft, rough, smooth</p>
<p>Expressive Arts and Design</p> 	<p>Art</p> <p>paint, draw, colour, mark-make, lines, circles, shapes, colours, mix, texture, model, sculpt, shape, print, pattern, artist, print</p> <p>DT</p> <p>appearance, design, make, build, model, cut, join, shape, create, decorate, tools, ingredients, recipe</p> <p>Music</p> <p>song, chorus, verse, tune, percussion instrument names, rhythm, beat, pitch, speed, loud, quiet, compose, perform, style</p>



### Core Texts

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Oxford Reading Tree Story Time</u>	Ugly Duckling	Goldilocks and the Three Bears	Little Red Riding Hood	Cinderella The Three Pigs	Enormous Turnip	Little Bear
<u>Poetry</u>	Bedtime March-Past	Cake – O – Saurus	Where am I?	Oh, Oh the story man	The Tiger	Zanzibar
<u>Time to Talk Stories</u>	Ravi's Roar My Monster and Me	The Owl who was afraid of the dark	Lost and Found One Snowy Night	Chapatti Moon	Olivers Vegetables TTS	Astro Girl TTS
<u>Topic Stories</u>	Supertato TTS The Lion Inside TTS (emotions) Ravi's Roar TTS My Monster and me TTS Jabari Jumps My Hair	Elmer TTS The Rainbow Fish TTS The Colour Monster TTS The Best Diwali ever Christmas Books	Jack Frost Lost and Found TTS If you were a penguin Handa's Hen TTS One Snowy Night TTS	Princess Smartypants The Paper bag princess The knight who wouldn't fight The Castle the King Built Non Fiction - Houses Chapatti Moon	The Tiny Seed Olivers Vegetables TTS Croc and Bird The Very Hungry Caterpillar A fruit is a suitcase for seeds The Bad Tempered Ladybird Billy's Sunflower The Extraordinary Gardner TTS	We're going on a bear hunt TTS We're Going to Find the Monster Billy's Bucket Splash - Anna Hibiscus Martha Maps it Out On the way home TTS Clean Up

## EYFS Curriculum

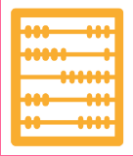
Area of Learning	Autumn 1 -	Autumn 2 –	Spring 1 -	Spring 2 -	Summer 1 –	Summer 2 -
<p><b>Communication and Language</b></p>  <p>Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, NELI</p>	<p><b>Listening, Attention and Understanding</b> Children will be able to understand how to listen carefully and how to be an active listener</p> <p><b>Speaking</b> Children will talk in front of small groups and their teacher offering their own ideas.</p>	<p><b>Listening, Attention and Understanding</b> Children will begin to listen to and follow instructions</p> <p><b>Speaking</b> Children will use talk to describe similarities and differences</p>	<p><b>Listening, Attention and Understanding</b> Children will listen to what is being said and respond</p> <p><b>Speaking</b> Children will talk in sentences using conjunction because (saying which is the odd one out)</p>	<p><b>Listening, Attention and Understanding</b> Children will engage in non-fiction books and to use new vocabulary in different contexts.</p> <p><b>Speaking</b> Children will retell a story and follow a story without pictures or props.</p>	<p><b>Listening, Attention and Understanding</b> Children will be able to understand a question such as who, what, where, when, why and how.</p> <p><b>Speaking</b> Children will learn to ask questions to find out more.</p>	<p><b>Listening, Attention and Understanding</b> Children will be able to have conversations with adults and peers with back-and-forth exchanges.</p> <p><b>Speaking</b> Children will use talk in sentences using a range of tenses.</p>
<p><b>Listening, Attention and Understanding:</b> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b>Speaking:</b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>						
<p><b>Personal, Social and Emotional Development</b></p>  <p>Children develop their personal, social and emotional skills throughout the year through the year circle times, social stories, diversity stories.</p>	<p><b>Self-Regulation</b> Children will be able to follow one step instructions.</p> <p>Children will recognise different emotions.</p> <p>Children will focus during short whole class activities.</p> <p><b>Managing Self</b> Children will learn to wash their hands independently.</p> <p><b>Building Relationships</b> Children will seek support from adults and gain confidence to speak to peers and adults.</p>	<p><b>Self-Regulation</b> Children will talk about how they are feeling and to consider others feelings.</p> <p><b>Managing Self</b> Children will understand the need to have rules.</p> <p><b>Building Relationships</b> Children will begin to develop friendships.</p>	<p><b>Self-Regulation</b> Children will be able to focus during longer whole class lessons.</p> <p><b>Managing Self</b> Children will begin to show resilience and perseverance in the face of a challenge.</p> <p><b>Building Relationships</b> Children will be able to use taught strategies to support in turn taking.</p>	<p><b>Self-Regulation</b> Children will identify and moderate their own feelings socially and emotionally.</p> <p><b>Managing Self</b> Children will develop independence when dressing and undressing.</p> <p><b>Building Relationships</b> Children will listen to the ideas of other children and agree on a solution and compromise.</p>	<p><b>Self-Regulation</b> Children will be able to control their emotions using a range of techniques.</p> <p><b>Managing Self</b> Children will manage their own basic needs independently.</p> <p>Children will learn to dress themselves independently.</p> <p><b>Building Relationships</b> Children will learn to work as a group.</p>	<p><b>Self-Regulation</b> Children will be able to follow instructions of three steps or more.</p> <p><b>Managing Self</b> Children will show a 'can do' attitude.</p> <p>Children will understand the importance of healthy food choices.</p> <p><b>Building Relationships</b> Children will have the confidence to communicate with adults around the school.</p>
<p><b>Self-Regulation:</b> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability.</p>						

## EYFS Curriculum


<p><b>Managing Self:</b> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>Building Relationships:</b> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>						
<p>Physical Development</p> <div style="text-align: center;">  </div> <p>Children improve their gross and fine motor skills daily by engaging in different activities e.g. threading, cutting, exploring malleable materials, stencils, sorting</p>	<p><b>Gross Motor</b> Children will learn to move safely in a space.</p> <p><b>Fine Motor</b> Children will begin to use a tripod grip when using mark making tools.</p>	<p><b>Gross Motor</b> Children will move safely with confidence and imagination, communicating ideas through movement.</p> <p><b>Fine Motor</b> Children will draw lines, circles and shapes to draw pictures.</p>	<p><b>Gross Motor</b> Children will balance on a variety of equipment and climb.</p> <p>Children will jump and land safely from a height.</p> <p><b>Fine Motor</b> Children will hold scissors correctly and cut out shapes.</p>	<p><b>Gross Motor</b> Children will be able to control a ball in different ways.</p> <p><b>Fine Motor</b> Children will use cutlery appropriately.</p>	<p><b>Gross Motor</b> Children will explore different ways to travel using equipment.</p> <p><b>Fine Motor</b> Children will make observations (UW) and draw pictures to represent these</p>	<p><b>Gross Motor</b> Children will be able to play by the rules and play as a team</p> <p><b>Fine Motor</b> Children will form letters correctly using a tripod grip.</p>
<p><b>Gross Motor:</b> Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>Fine Motor:</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>						
<p>Literacy</p> <div style="text-align: center;">  </div>	<p><b>Comprehension</b> Children will independently look at a book, hold it the correct way and turn pages.</p> <p><b>Word Reading</b> Children will learn sounds and begin to blend cvc words with magnetic letters</p> <p><b>Writing</b> Children will give meanings to the marks they make.</p>	<p><b>Comprehension</b> Children will engage and enjoy an increasing range of books.</p> <p><b>Word Reading</b> Children will read cvc words containing taught sounds</p> <p><b>Writing</b> Children will write sounds they have been taught</p>	<p><b>Comprehension</b> Children will act out stories using recently introduced vocabulary.</p> <p><b>Word Reading</b> Children will read longer words containing taught sounds</p> <p><b>Writing</b> Children will write simple words containing sounds they have been taught.</p>	<p><b>Comprehension</b> Children will be able to talk about the characters in the books they are reading.</p> <p><b>Word Reading</b> Children will read sentences using taught sounds</p> <p><b>Writing</b> Children will write longer words containing sounds they have been taught.</p>	<p><b>Comprehension</b> Children will retell a story using vocabulary influenced by their book.</p> <p><b>Word Reading</b> Children will read longer sentences using taught sounds</p> <p><b>Writing</b> Children will write sentences containing sounds they have been taught.</p>	<p><b>Comprehension</b> Children will be able to answer questions about what they have read.</p> <p><b>Word Reading</b> Children will read books matched to their phonics ability.</p> <p><b>Writing</b> Children will make phonetically plausible attempts at sentences independently.</p>
<p>Traditional Tale RWI</p>	Ugly Ducking	Goldilocks	Little Red Riding Hood	Three Little Pigs	The Enormous Turnip	Little Bear




## EYFS Curriculum

<b>Poetry Time</b> <b>RWI</b>	Bedtime Mad <a href="https://www.oxfordowl.co.uk/direct-link/home--6?toggle=header-block-information-closed&amp;query=Poetry+Time+R.1+Bedtime+March-past">https://www.oxfordowl.co.uk/direct-link/home--6?toggle=header-block-information-closed&amp;query=Poetry+Time+R.1+Bedtime+March-past</a>	Cake-O-Saurus <a href="https://www.oxfordowl.co.uk/direct-link/home--6?toggle=header-block-information-closed&amp;query=Poetry+Time+R.3+Where+Am+I?">https://www.oxfordowl.co.uk/direct-link/home--6?toggle=header-block-information-closed&amp;query=Poetry+Time+R.3+Where+Am+I?</a>	Where am I? <a href="https://www.oxfordowl.co.uk/direct-link/home--6?toggle=header-block-information-closed&amp;query=Poetry+Time+R.3+Where+Am+I?">https://www.oxfordowl.co.uk/direct-link/home--6?toggle=header-block-information-closed&amp;query=Poetry+Time+R.3+Where+Am+I?</a>	The Tiger <a href="https://www.oxfordowl.co.uk/direct-link/home--6?toggle=header-block-information-closed&amp;query=Poetry+Time+R.4+The+Tiger">https://www.oxfordowl.co.uk/direct-link/home--6?toggle=header-block-information-closed&amp;query=Poetry+Time+R.4+The+Tiger</a>	Oh, Oh, the Story Man <a href="https://www.oxfordowl.co.uk/direct-link/home--6?toggle=header-block-information-closed&amp;query=Poetry+Time+R.5+Oh,+Oh,+the+Story+Man">https://www.oxfordowl.co.uk/direct-link/home--6?toggle=header-block-information-closed&amp;query=Poetry+Time+R.5+Oh,+Oh,+the+Story+Man</a>	Zanzibar <a href="https://www.oxfordowl.co.uk/direct-link/home--6?toggle=header-block-information-closed&amp;query=Poetry+Time+R.6+Zanzibar">https://www.oxfordowl.co.uk/direct-link/home--6?toggle=header-block-information-closed&amp;query=Poetry+Time+R.6+Zanzibar</a>
<b>Possible Book Focus'</b>  <b>Talk Through Story Units</b>	Ravi's Roar My Monster and Me	The Owl who was afraid of the dark	Lost and Found One Snowy Night	Chapatti Moon	Olivers Vegetables TTS	Astro Girl TTS
<p><b>Comprehension:</b> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p><b>Word Reading:</b> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>Writing:</b> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>						
<b>Mathematics</b>  	<p><b>Number</b> Children will have a deep understanding of 1-3.</p> <p>Children will verbally say which group has more or less.</p> <p><b>Pattern</b> To copy a pattern</p> <p><b>Shape</b> Select and manipulate 2D and 3D shapes</p> <p><b>Measure</b> Explore different lengths, weights and capacity</p>	<p><b>Number</b> Children will have a deep understanding of numbers 1-5.</p> <p>Children will compare equal and unequal groups.</p> <p>Composition – understanding part and whole</p> <p><b>Pattern</b> To copy a pattern</p> <p><b>Shape</b> Rotate 2D/3D shapes</p> <p><b>Measure</b></p>	<p><b>Number</b> Children will have a deep understanding of numbers 1-8.</p> <p>Composition – number bonds to 5</p> <p><b>Pattern</b> To continue a pattern</p> <p><b>Shape</b> Compose and decompose 2D and 3D shapes</p> <p><b>Measure</b> Compare different weights and capacity</p>	<p><b>Number</b> Children will have a deep understanding of numbers 1-10.</p> <p>Composition - Addition and subtraction within 5</p> <p><b>Pattern</b> To continue a pattern</p> <p><b>Shape</b> Recognise a shape can have shapes within them</p> <p><b>Measure</b> Compare different lengths, weights and capacity</p>	<p><b>Number</b> Children will revise number bonds to 5.</p> <p>Children will share quantities equally.</p> <p>Composition - Number bonds to 10</p> <p><b>Pattern</b> To create a pattern</p> <p><b>Shape</b> Name and describe 2D and 3D shapes</p> <p><b>Measure</b> Measure different weight and capacity</p>	<p><b>Number</b> Children will know number bonds to 10, including doubling facts.</p> <p>Composition - Addition and subtraction within 10</p> <p>Children will be able to count beyond 20 and higher.</p> <p><b>Pattern</b> To create a pattern</p> <p><b>Shape</b> Name and describe 2D and 3D shapes</p> <p><b>Measure</b></p>

## EYFS Curriculum

		Explore different weights and capacity				Measure different weight and capacity
<p><b>Number:</b> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>Numerical Patterns:</b> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Know one more and one less. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> <p style="text-align: center;">Continue and copy repeating patterns</p>						
<p style="text-align: center;"><b>Understanding the World</b></p> <div style="text-align: center;">  </div>	<p><b>History: Past and Present</b> Talk about the lives of the people around them and their roles in society</p> <p><b>Geography: People, Culture and Communities</b> Children will know about the immediate environment.</p> <p>Explain some similarities and differences between life in this country and life in other countries</p> <p>Know some similarities and differences between the natural world and contrasting environments</p> <p><b>Science: The Natural World</b> Explore the natural world around them</p>	<p><b>Geography: People, Culture and Communities</b> Children will know about the immediate environment.</p> <p>Explain some similarities and differences between life in this country and life in other countries</p> <p>Know some similarities and differences between the natural world and contrasting environments</p> <p><b>Science: The Natural World</b> Explore the natural world around them</p> <p><b>RE: People, Culture and Communities</b> Know some similarities and differences between religious and cultural communities</p>	<p><b>Geography: People, Culture and Communities</b> Explain some similarities and differences between life in this country and life in other countries</p> <p>Seasons Understand the effect of changing seasons on the natural world around them (Winter/ Spring)</p> <p><b>Science: The Natural World</b> Understand processes and changes to the natural world including seasons and states of matter</p> <p><b>RE: People, Culture and Communities</b> Know some similarities and differences between religious and cultural communities</p>	<p><b>History: Past and Present</b> Children will know some similarities and differences between things in the past and now.</p> <p>Children will know about the past through settings, characters and events.</p> <p>Children will talk about past and present events in their lives and what has been read to them.</p> <p><b>Geography: People, Culture and Communities</b> Children will know about people who help us within the community.</p> <p><b>Science: The Natural World</b> Understand processes and changes to the natural world including seasons and states of matter</p>	<p><b>Geography: People, Culture and Communities</b> Know some similarities and differences between the natural world and contrasting environments</p> <p><b>Science: The Natural World</b> Explore the natural world around them, making observations and drawing pictures of animals and plants around them</p> <p>Understand some important processes and changes in the natural world around them,</p>	<p><b>History: Past and Present</b> Children will know about the past through settings, characters and events.</p> <p><b>Geography: People, Culture and Communities</b> Children will know that simple symbols are used to identify features on a map.</p> <p>Draw information from a simple map</p> <p>Explain some similarities and differences between life in this country and life in other countries</p> <p>Know some similarities and differences between the natural world and contrasting environments</p> <p><b>RE: People, Culture and Communities</b></p>

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						Know some similarities and differences between religious and cultural communities
<p><b>Past and Present:</b> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>People, Culture and Communities:</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p><b>The Natural World:</b> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>						
<p style="text-align: center;">Expressive Arts and Design</p> <div style="text-align: center;">  </div>	<p><b>Music: Being Imaginative</b> Children will sing and perform nursery rhymes and add music.</p> <p><b>Art &amp; Design: Creating with Materials</b> Children will experiment mixing with colours.</p> <p>DT – Join with glue</p>	<p><b>Music: Being Imaginative</b> Children will experiment with different instruments and their sounds knowing different ways to play them.</p> <p><b>Art &amp; Design: Creating with Materials</b> Children will experiment with different textures.</p> <p>DT – join with tape</p>	<p><b>Music: Being Imaginative</b> Children will create music and narratives based around stories and create music for a purpose</p> <p><b>Art &amp; Design: Creating with Materials</b> Children will combine media and safely explore different techniques for joining materials.</p> <p>DT – join with treasury tags</p>	<p><b>Music: Being Imaginative</b> Children will move in time to the music and stay in time with a beat.</p> <p><b>Art &amp; Design: Creating with Materials</b> Children will make props and costumes for different role play scenarios.</p> <p>DT – join with a flange</p>	<p><b>Music: Being Imaginative</b> Children will play an instrument and know how to make it louder/quieter/faster/slower</p> <p><b>Art &amp; Design: Creating with Materials</b> Children will explore and use a variety of artistic effects to make observations and express their ideas and feelings.</p> <p>DT – Join with a slot</p>	<p><b>Music: Being Imaginative</b> Children will invent their own music, narratives, stories and poems.</p> <p><b>Art &amp; Design: Creating with Materials</b> Children will share creations, talk about process and evaluate their work.</p> <p>DT – evaluate joining choices</p>
<p><b>Creating with Materials:</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>Being Imaginative:</b> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>						

# Our Curriculum Goals

<p>To become a <b>Confident Communicator</b> who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings</p>	<p>To become an <b>Independent Individual</b> who can follow the Golden Rules, set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy</p>	<p>To become a <b>Fantastic Friend</b> who can be kind, caring and helpful, show empathy and respect to others, work and play co-operatively whilst considering others' ideas and feelings</p>	<p>To become an <b>Amazing Athlete</b> who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment</p>
<p>To become a <b>Talented Tool User</b> who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence</p>	<p>To become a <b>Brilliant Bookworm</b> who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt)</p>	<p>To become a <b>Wow Writer</b> who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others</p>	<p>To become a <b>Master of Maths</b> who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5</p>
<p>To become an <b>Exceptional Explorer</b> who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places</p>	<p>To become a <b>Compassionate Citizen</b> who can help to look after their community and care for the environment, know some reasons why Cornwall is special, have an awareness of other people's cultures and beliefs</p>	<p>To become a <b>Proud Performer</b> who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm</p>	<p>To become a <b>Dynamic Designer</b> who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it</p>

## Core Nursery & Counting Rhymes

- Baa, Baa Black Sheep
- Hey Diddle Diddle
- Hickory Dickory Dock
- 5 Little Speckled Frogs
- Humpty Dumpty
- Jack and Jill
- 5 Little Monkeys
- Mary Had a Little Lamb
- Incy Wincy Spider
- Little Miss Muffet
- Nellie the Elephant



- The Old Woman Who Lived in a Shoe
- Row, Row, Row Your Boat
- 5 Little Men in a flying saucer
- Rain, Rain Go Away
- Ring-A-Ring-o'Roses
- 5 Little Ducks
- Ten Green Bottles
- Humpty Dumpty
- 5 Currant Buns
- 1,2,3,4,5 Once I caught a fish alive
- Twinkle, Twinkle Little Star

