



## Springwood Heath Early Years Curriculum 24-25



Every child deserves the best possible start in life and the support that enables them to fulfil their potential. In partnership with parents and carers, we enable the children to begin the process of becoming active learners for life. Our aim is to encourage each child to develop their full potential by gaining in confidence and independence in a caring and stimulating environment.

“**Success through Caring and Learning**” is embedded throughout our EYFS Setting.

The overarching principles of the EYFS are: -

- **Unique Child**
- **Positive Relationships**
- **Enabling Environments**
- **Learning and Development**

CHARACTERISTICS OF EFFECTIVE LEARNING: These are the ways we expect the children to learn. Through providing multi-sensory experiences children should have access throughout the year to all of the following;

- **Playing and exploring**
- **Active Learning**
- **Creating and thinking critically**



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Reception Class Springwood Heath						
Long Term Curriculum Plan						
Term	A1	A2	S1	S2	S1	S2
<b>Themes &amp; Interests</b>	Myself Being Healthy Friendships Emotions Halloween Autumn Nocturnal Animals	Light & Dark Space Bonfire Night Winter Christmas	Nursery Rhymes Families Celebrations – Chinese New Year Our School	Growing Spring Lifecycles Healthy Eating	Jungle Animals Superheroes Road Safety Lifecycles	Our World Under the Sea Pirates & Mermaids Holidays Transition
<b>Literacy Vehicle Text</b>	<b>The Something</b>	<b>Star in the Jar</b>	<b>Juniper Jupiter</b>	<b>Little Red</b>	<b>The Extraordinary Gardener</b>	<b>The Storm Whale</b>
<b>Linked Texts</b>	A Great Big Cuddle  The Owl and the Pussycat  The Tiger Who Came to Tea  Dogger  Lost and Found	How to Catch a Star  A Rocketful of Space Poems  Little Stars  Little Rocket  Beegu	Superbat  Superheroes rap and Rhymes  Newspaper Boy and Origami Girl My Mum is a Super mum  George Saves the World at Lunchtime	The Three Little Pigs  The Big Bad Wolf The Three little Pigs (Jane Goulbourne)  Goldilocks and the Three Bears  Gingerbread Man Billy Goats Gruff	Seed to Plant  It Starts with a Seed  Oliver’s Vegetables  Kate, Who Tamed the Wind	Seashore  The Sea Saw  Three by the Sea A First Book of the Sea  Rainbow Fish



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	AUTUMN	SPRING	SUMMER
Areas of Learning – Progression Statements		End of Foundation Stage Expectations Links to ELG's	
Communication & Language	<p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary and begin to use it through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them</p> <p>Articulate their ideas and thoughts in well-formed sentences</p> <p>Describe events in some detail</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Use new vocabulary independently in different contexts</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen</p> <p>Connect one idea or action to another using a range of connectives</p> <p>Talk about recent events significant to them in detail</p> <p>Learn and recall rhymes songs and poems with increasing engagement.</p>	<p><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</b></p> <p><b>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</b></p> <p><b>Make comments about what they have heard and ask questions to clarify their understanding.</b></p> <p><b>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.</b></p>



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	<p>Engage in story times Listen to and talk about stories to build familiarity and understanding</p> <p>Engage in non-fiction books (containing photographs and pictures that will extend their knowledge of the world and illustrate a current topic)</p>	<p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>	<p><b>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</b></p>
<p>PSED</p>	<p>See themselves as a valuable individual</p> <p>Build constructive and respectful relationships</p> <p>Express their feelings and consider the feelings of others</p> <p>Show resilience and perseverance in the face of challenge</p> <p>Manage their own needs (personal hygiene)</p>	<p>See themselves as a valuable individual</p> <p>Think about the perspectives of others</p> <p>Identify and moderate their own feelings socially and emotionally</p> <p>Show resilience and perseverance in the face of challenge, developing problem-solving skills and recognising how mistakes are an important part of learning.</p>	<p><b>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Explain the reasons for rules, know right from wrong and try to behave accordingly.</b></p> <p><b>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Show sensitivity to their own and to others' needs.</b></p> <p><b>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</b></p>



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	<p>Talk about a healthy lifestyle, eating and exercise.</p>	<p>Know and talk about various ways to manage their own health and hygiene.</p>	<p><b>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</b></p>
<p><b>Physical Development</b></p>	<p>Revise and refine the fundamental movement skills they have already acquired: Rolling   Crawling   Walking   Jumping   Running   Hopping   Skipping   Climbing</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently</p>	<p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, and sport.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</p> <p>Use a range of tools competently, safely and confidently</p>	<p><b>Demonstrate strength, balance and coordination when playing.</b></p> <p><b>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</b></p> <p><b>Use a range of small tools, including scissors, paintbrushes and cutlery.</b></p>



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	<p>Begin to explore large and small apparatus indoors and outdoors with increasing safety.</p> <p>Begin to show awareness of personal space and managing school expectations e.g lining up.</p> <p>Develop the foundations of a handwriting style, showing dominant hand preference and appropriate grip.</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</p> <p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes</p> <p>Develop tripod grip and begin to form letters correctly.</p>	<p><b>Negotiate space and obstacles safely, with consideration for themselves and others.</b></p> <p><b>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Begin to show accuracy and care when drawing.</b></p>
<p><b>Literacy</b></p>	<p>Read individual letters by saying the sound they make.</p> <p>Blend 3 sounds into words reading short words and phrases.</p> <p>Begin to explore books reading short words and phrases.</p> <p>Use a range of resources to form letters and letter-like shapes.</p> <p>Form complete words and sentences orally using a range of resources.</p>	<p>Spell words by identifying which sounds are in them and correctly forming them.</p> <p>Read a few common exception words linked to the expectations in Read Write Inc.</p> <p>Read simple phrases and sentences with developing understanding,</p> <p>Re-read familiar books to build up speed, fluency and intonation in reading.</p> <p>Form lower case letters correctly.</p>	<p><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.</b></p> <p><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.</b></p> <p><b>Write recognisable letters, most of which are correctly formed. Spell words by identifying</b></p>



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	Develop storylines in their pretend play	Write short words and sentences using phonics knowledge.  Begin to use capital letters and full stops in their work.  Develop storylines in their pretend play	<b>sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others</b>  <b>Invent, adapt and recount narratives and stories with peers and their teacher.</b>
Phonics	Read Write Inc ; Set 1A – Set 1C	Read Write Inc ; Ditty/Red Group	Read Write Inc ; Green/Purple Group

Maths	Count objects actions and sounds. Link the number symbol to its correct quantity. Subitise using numbers 0-3. Count confidently 0-10. Recognise and form 0-5. Explore composition of numbers 0-5.  Recall some number bonds with automaticity 0-5.  Explore 2D, 3D shapes describing some key features, Explore simple patterns. Explore the vocabulary or length, weight and capacity.	Demonstrate rapid recall of counting objects 1:1 0-10. Understand one more and one less 0-10. Subitise confidently 0-10. Count confidently beyond 10. Recognise and form 0-10. Explore composition of numbers 0-10.  Recall some number bonds with automaticity 0-10.  Describe the features of 2D and 3D shapes with confidence. Continue, copy and create repeated patterns. Compare length weight and capacity.	<b>Subitise (recognise quantities without counting) up to 5.</b> <b>Verbally count beyond 20, recognising the pattern of the counting system.</b> <b>Have a deep understanding of number to 10, including the composition of each number.</b> <b>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other Quantity`</b>  <b>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.</b>  <b>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</b>
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Understanding the World		• <i>Links to CUSP.</i>	
Scientific:	Name the four seasons of the year.	Linking weather to season of the year.	Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
	Know the difference between nocturnal and diurnal animals, name some examples.	Understand the effect of changing seasons on the natural world around them	
Geographical:	Explore light and dark using the senses.	Discuss in detail the life cycles of a butterfly and a chicken.	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.
	Know some key facts about space and planets.	Place materials into groups based on their appearance and the senses.	
Historical:	Understand our class is a part of our school.	An introduction to Spain – language, weather, food.	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.
	Be aware of some key places in school and place them on a map.	Recognise some environments that are different from the one in which they live	
Historical:	Explore a range of maps and talk about why they are used.	Recognise some similarities and differences between life in this country and life in other countries	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
	Draw information from a simple map.	Talk about some local landmarks e.g. All Souls Church, Springwood Field, Allerton Cemetery.	
Historical:	Talk about members of their immediate family and community	Talk about my wider family and people who are older than me.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
	Talk about the difference between babies and children, children and adults.	Develop an understanding of older people I know and how their life was different to mine.	
			Know some similarities and differences between things in the past and now, drawing on their experiences and what has been discussed in class.
			Talk about the lives of the people around them and their roles in society.





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	Become familiar with timelines of the school day, week and year. (Put things in order on a timeline.)		
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<b>Expressive Art &amp; Design</b>	• <i>Links to CUSP.</i>		
<b>Artistic:</b>	Explore colours and how they make us feel.  Explore, use and refine a variety of artistic effects to express their ideas and feelings	Explore the artwork of Bethan Woolvin. (Black and white.)  Look For patterns and similarities' in the work of artists and illustrators.	<p><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.</b></p> <p><b>Sing a range of well-known nursery rhymes and song Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</b></p> <p><b>Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with peers and their teacher.</b></p>
<b>Design:</b>	Design and build free standing structures from a range of materials  Create collaboratively, sharing ideas, resources and skill	Desing and built structures and vehicles with moving parts.  Return to and build on their previous learning, refining ideas and developing their ability to represent them	
<b>Musical:</b>	Know and sing a variety of nursery rhymes and songs.  Begin to make a steady beat with parts of the body for percussion.  Listen attentively, move to and talk about music, expressing their feelings and responses	Know and sing songs in Spanish with increasing recall and understanding.  Explore and engage in music making and dance, performing solo or in groups	



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Our curriculum is designed to enable children to reach a Good Level of Development GLD. Our children will be regularly assessed against the curriculum, at the end of the foundation stage children will be assessed against the Early Learning Goals before transition into The National Curriculum. Please see below for more information on the end point assessments for EYFS;

Early Learning Goals (End of Foundation Stage)							
Prime Area: Personal, Social and Emotional Development							
<u>Self-Regulation:</u> Show an understanding of their own feelings and those of others, and regulate their behaviour accordingly; -	<u>Self-Regulation:</u> Have a positive sense of self and show resilience and perseverance in the face of challenge;	<u>Self-Regulation:</u> Pay attention to their teacher and follow multi-step instructions.	<u>Managing Self:</u> Manage their own basic hygiene and personal needs, including dressing and going to the toilet; - Understand the importance of healthy food choices;	<u>Managing Self:</u> Explain the reasons for rules and know right from wrong.	<u>Building Relationships:</u> Work and play cooperatively and take turns with others; -	<u>Building Relationships:</u> Form positive attachments and friendships; -	<u>Building Relationships:</u> Show sensitivities to others' needs.
Prime Area: Communication and Language							
<u>Listening</u> Listen carefully and respond appropriately when being read to and during whole	<u>Listening</u> Make comments about what they have heard	<u>Listening</u> Hold conversation when engaged in back-	<u>Speaking</u> Participate in small group, class and 1-	<u>Speaking</u> Offer explanations for why things might happen, making use of new	<u>Speaking</u> Express their ideas using full sentences, with		



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class and small group discussions; -	and ask questions to clarify their understanding; -	and-forth exchanges with their teacher and peers	to-1 discussions, offering their own ideas, using new vocabulary;	vocabulary from stories, non-fiction, rhymes and poems when appropriate; -	modelling and support from their teacher
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## Prime Area: Physical Development

<b>Gross Motor Skills</b> Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination; -	<b>Gross Motor Skills</b> Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	<b>Fine Motor Skills</b> Hold a pencil comfortably using the tripod grip;	<b>Fine Motor Skills</b> Use a range of small tools, including scissors, paintbrushes and cutlery; -	<b>Fine Motor Skills</b> Show accuracy and care when drawing and copying.
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## Specific Area: Literacy

<b>Word Reading:</b> Say a sound for each letter in the alphabet and at least 10 digraphs	<b>Word Reading:</b> Read words consistent with their phonic knowledge by sound-blending	<b>Word Reading:</b> Read aloud simple sentences and books that is consistent with their phonic knowledge, including common exception words.	<b>Writing:</b> Write recognisable letters, most of which are correctly formed	<b>Writing:</b> Spell words by identifying sounds in them and representing the sounds with a letter or letters	<b>Writing:</b> Write simple phrases and sentences that can be read by others.							
<b>Comprehension:</b> Demonstrate understanding of what	<b>Comprehension:</b> Anticipate – where appropriate – key events	<b>Comprehension:</b> Use new vocabulary during discussions about	m	a	s	d	t	i	n	p	g	o
			c	k	ck	u	b	f	e	l	h	r
			j	v	y	w	z	x	sh	th	ch	qu



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they have read and has been read to them by retelling stories and narratives using their own words and new vocabulary	in stories, non-fiction, rhymes and poems	stories, non-fiction, rhymes and poems and during role-play.	ng	nk	ll	ss	zz	ay	ee	igh	ow	oo
			ar	or	air	ir	ou	oy				

## Specific Area: Mathematics

<b>Number:</b> Have an understanding of number to 10, linking names of numbers, numerals, their value, and their position in the counting order.	<b>Number:</b> Subitise (recognise quantities without counting) up to 5	<b>Number:</b> Automatically recall number bonds for numbers 0-5 and for 10, including corresponding partitioning facts.	<b>Numerical Patterns:</b> Automatically recall double facts up to 5+5	<b>Numerical Patterns:</b> Compare sets of objects up to 10 in different contexts, considering size and difference	<b>Numerical Patterns:</b> Explore patterns of numbers within numbers up to 10, including evens and odds
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## Specific Area: Understanding the World

<b>Past and Present:</b> Talk about the lives of the people around them and their roles in society	<b>Past and Present:</b> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class	<b>Past and Present:</b> Recall some important narratives, characters and figures from the past encountered in books read in class.	<b>People, Culture &amp; Communities</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	<b>People, Culture &amp; Communities</b> 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	<b>People, Culture &amp; Communities</b> 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.	<b>The Natural World</b> Explore the natural world around them, making observations and drawing pictures of animals and plants	<b>The Natural World</b> 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	<b>The Natural World</b> Understand the effect of the changing seasons on the natural world around them
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## Specific Area Expressive Arts and Design

<p><b><u>Creating with Materials:</u></b> Draw and paint using a range of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>	<p><b><u>Creating with Materials:</u></b> Share their creations, explaining the process they have used</p>	<p><b><u>Creating with Materials:</u></b> Make use of props and materials when role-playing characters in narratives and stories.</p>	<p><b><u>Performing:</u></b> Sing a range of well-known nursery rhymes and songs</p>	<p><b><u>Performing:</u></b> Perform songs, rhymes, poems and stories with others, and – when appropriate – move in time with music</p>	<p><b><u>Performing:</u></b> Co-construct, invent, adapt and recount narratives and stories with peers and their teacher.</p>
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