



St Aloysius Catholic Primary School

**Early Years Foundation Stage
Curriculum**

The Aims of Our EYFS Curriculum

Our Mission Statement

At St. Aloysius' we learn to grow in holiness, to become who we were made to be.

Here we seek to know God, finding Him in all that we learn, and understanding that all that is good, beautiful and true offers us a glimpse of God.

Here we seek to love God, with our hearts, our minds and our souls, meeting Him in prayer and recognising Him in one another.

Here we seek to serve God, making the best use of our gifts to serve those around us.

Here, recognising God's delight in us, and by His grace, we become more fully alive.

In our Early Years Foundation Stage at St. Aloysius, we aim to give children the best possible start to their school life.

Alongside the aims of the statutory framework for the early years foundation stage, We intend that our children :

- Have a love of learning
- Be resilient and independent
- Be confident and ambitious
- Develop a sense of self
- Be part of our community
- Make good progress from their individual starting points
- Acquire knowledge and develop skills that are embedded to prepare them for future success.

The EYFS statutory framework

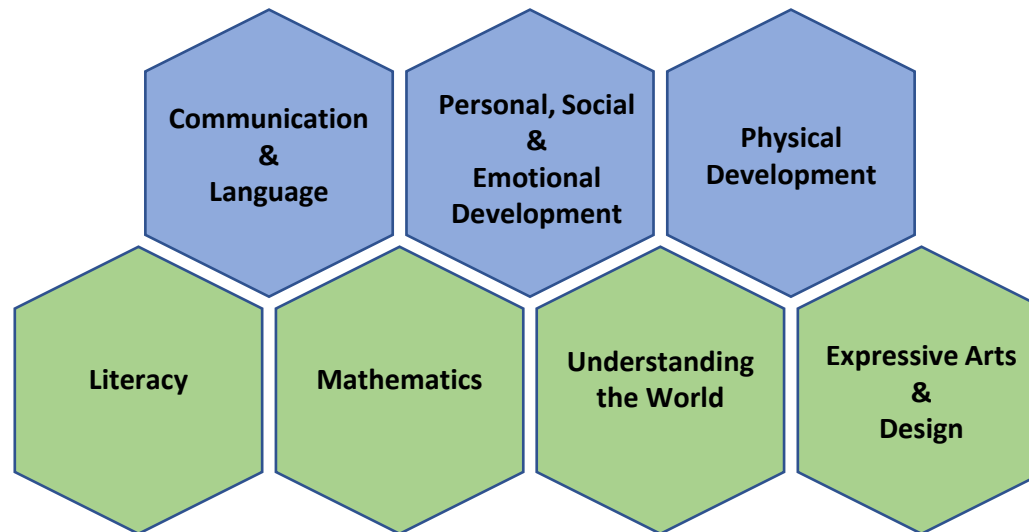
The statutory framework shapes our curriculum at St. Aloysius. There are 7 areas of learning and development which are interconnected.

Three **Prime** areas

These are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

Four **specific** areas

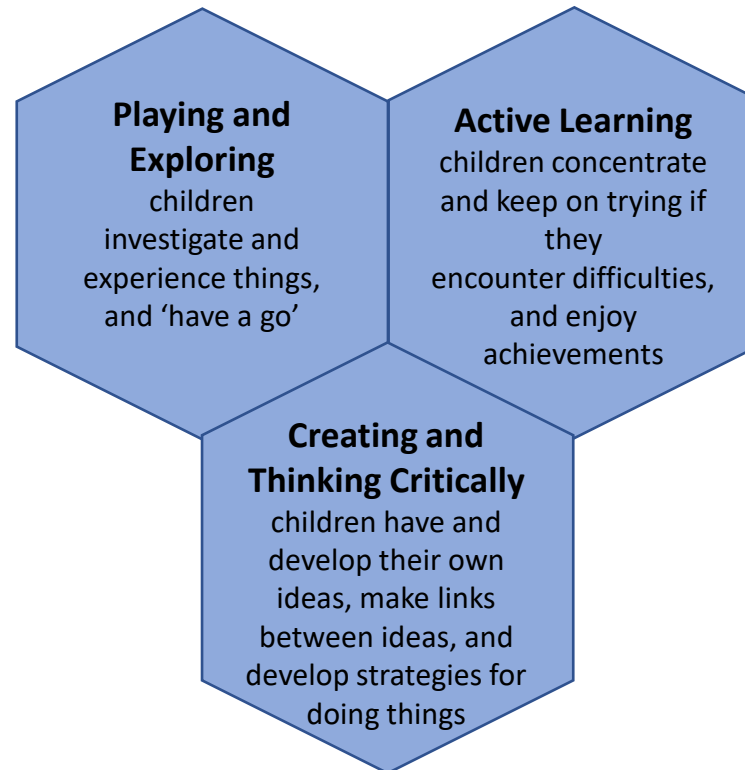
the three prime areas are strengthened and applied through these areas.



The Characteristics of Effective Teaching and Learning

The Characteristics of Effective Teaching and Learning guide our teaching.

In planning and guiding what children learn, we reflect on the different rates at which children are developing and how they learn, and adjust our practice appropriately.



Our curriculum: How we teach

Our curriculum is carefully planned to meet our aims. We:

- Build positive and secure relationships between staff and children.
- Carefully sequence the teaching, allowing for progression but depth in learning, repetition and opportunities to embed.
- Provide a well planned environment that provides opportunities to continue and embed learning
- Progression of key skills and knowledge to prepare for success
- Have a strong focus on communication and vocabulary.
- Provide a language rich environment and focus on conversation and stories.
- Take individual interests into account.
- Provide an engaging curriculum that allows children to be inspired.
- Carefully plan play opportunities.
- Embed Catholic values throughout the curriculum.
- Reinforce essential experiences.
- Introduce new, rich and wide experiences.
- Follow the children's interests to stimulate engagement
- Adopt a mix of approaches to ensure a well rounded learning experience:
 - **Child- initiated play:**
 - Independent and group play
 - Space to explore and learn independently using the carefully planned provision
 - Using the Characteristics of Effective Learning (*See other page*)
 - **The adult role:**
 - observing
 - scaffolding
 - Modelling
 - Guided learning
 - Direct teaching
 - revisiting and embedding
- Strong emphasis on social, play and communication skills to underpin success
- Maximum learning through each rich experience

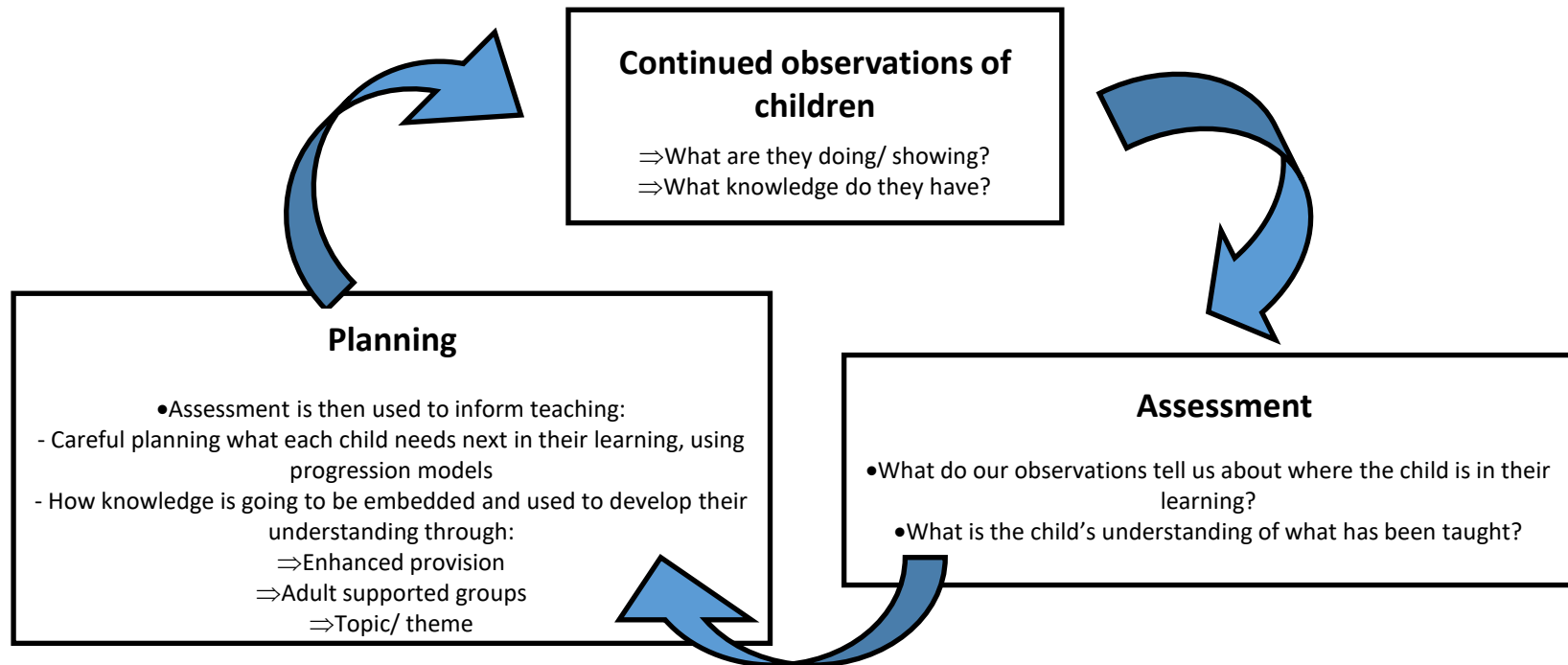
We carefully consider children's individual starting points and plan according to where they need to go next in their individual developmental journey.

Observation, Assessment and Planning

Our curriculum is designed and delivered in a way that allows pupils to transfer key knowledge to long-term memory. It is sequenced so that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined end points (See each area of learning for more detail).

Our assessment cycle allows us to continually check children's understanding, review and build on prior learning and have a flexible approach based on the individual needs of our children. As we constantly assess where the children are in their learning journey, it also allows for depth in learning, rather than moving on too quickly.

At St Aloysius we know that "Babies and young children do not develop in a fixed way. Their development is like a spider's web with many strands, not a straight line" (*Development Matters 2021*)



Areas of Learning

At St Aloysius we use the Statutory Educational programmes and Development Matters to guide our curriculum.

For the areas of learning we ensure a progression of skills and knowledge that we want our children to learn from nursery to reception. (See Communication and Language and Personal, Social and Emotional Development for more information)


We do not split all skills and knowledge progression into terms as each child's development is individual and progresses at different rates

'Children develop and learn at different rates' EYFS statutory framework

Communication and Language

Educational programme: Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.

Development matters				
		Listening and Attention	Understanding	Speaking
	3 & 4 year olds will be learning to:	<ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult. 	<ul style="list-style-type: none"> Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" 	<ul style="list-style-type: none"> Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Use a wider range of vocabulary. Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: <ul style="list-style-type: none"> some sounds: r, j, th, ch, and sh multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. Use longer sentences of four to six words. 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. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."
	Children in reception will be learning to:	<ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Listen carefully to rhymes and songs, paying attention to how they sound. 	<ul style="list-style-type: none"> Ask questions to find out more and to check they understand what has been said to them. 	<ul style="list-style-type: none"> Learn new vocabulary Use new vocabulary through the day. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts.
		<ul style="list-style-type: none"> Learn rhymes, poems and songs. Engage in non-fiction books. Engage in storytimes. Listen to and talk about stories to build familiarity and understanding. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 		

Communication and Language

As communication and Language underpins all seven areas of learning, our staff support progression of skills and knowledge through everything we do.

This includes:

- A language rich environment designed to support high quality communication and language development
- Quality core texts are vocabulary rich (See Literacy)
- Exposure to new experiences (See core experiences)
- Daily story times and singing, including nursery rhymes
- Focussed, planned vocabulary linked to topics that is displayed and revisited, opportunities to use in play
- Scaffolded play and modelling of language and vocabulary by staff
- Modelling of effective speaking and listening attributes
- Quality interactions with staff
- Continually reflecting on children's development and planning how to move them on.

Personal, Social and Emotional Development

Educational programme: Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.

Development Matters	
3 & 4 year olds will be learning to:	<ul style="list-style-type: none"> • 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. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.
Children in reception will be learning to:	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. - Personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian

Personal, Social and Emotional Development

Like Communication and Language, Personal, Social and Emotional Development underpins all seven areas of learning. Our staff support progression of skills through everything we do.

This includes:

- Daily modelling of rules
- Clear routines
- Staff modelling and guiding how to look after their bodies and manage personal needs independently.
- Scaffolded social interactions with other children
- Giving children clear strategies to manage their emotions
- Encouraging children to recognise and describe their emotions
- High quality texts to support teaching and modelling of feelings, emotions and problems and show how to deal with them.

Physical Development

Educational programme: Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults.




At St Aloysius we regularly assess children's individual point of development in each of the areas of physical development. We then provide carefully tailored provision and support specific to each child's next steps. For example supporting a child with Palmar supinate grasp to develop the muscles in their upper body.

As each individual child progresses at different rates, we use the skills progression models across nursery and reception, supporting each individual child in their next steps to move them on in their learning.


Physical Development: Fine Motor

Pencil grip development


Children will not necessarily move through all of these pencil grips. They follow their own developmental pathway towards a tripod grip

Palmar Supinate grasp	Digital pronate grasp	Static quadropod	Static tripod	Inverted tripod	tripod
					
<ul style="list-style-type: none"> • Pencil is held in the palm. • All fingers and thumb are used. • Movement is from the shoulder; the arm and the hand move as a unit. • Light scribbles are produced with this pencil grip 	<ul style="list-style-type: none"> • All fingers are holding the pencil but the wrist is turned so that the palm is facing down towards the page. • Movement comes mostly from the elbow and the shoulder is now stabilized. Horizontal lines, vertical lines and circular lines are able to be copied. 	<ul style="list-style-type: none"> • Fingers are held on the pencil shaft opposite the thumb, beginning to form the arc between the thumb and index finger. • Movement occurs from the wrist; the hand and fingers move as a whole unit. • Zigzag lines, crossed lines and simple humans can be drawn with this grip. 	<ul style="list-style-type: none"> • A three-finger grasp, where the thumb, index finger and middle finger work as one unit. Movement is usually from the wrist with this static grasp. • A static quadropod grip has a fourth finger involved. • Triangles, circles and squares can be copied with this grip. 	<ul style="list-style-type: none"> • A three-finger grasp, where the thumb, index finger and middle finger work as one unit. • Movement is usually from the wrist with this static grasp. 	<ul style="list-style-type: none"> • Pencil is held in a stable position between the thumb, index and middle finger. • The ring and little fingers are bent and rest comfortably on the table. • The index finger and thumb form an open space. • Movement comes from the fingertips. • This is the ideal grip to move the pencil efficiently, accurately and for letter formation practice

Physical Development: Fine Motor

Cutting skills progression	
	Holds scissors , often with both hands, learning to open and close the blades
	Opens/closes blades (not ready to use them on paper yet)
	Starts snipping paper (not moving forward with the scissors but making small snips)
	Snips paper moving forward
	Uses helping hand to hold and help to guide the paper (non-dominant hand)
	Cuts straight line (within ½ inch from the drawn line, improving in accuracy)
	Cuts curved line (a 1/4inch curved line, within 1/4inch from the line drawn)
	Cuts circle shape (a circle of 6inch in diameter, within ½ from the drawn line, improving to about ¼ inch)
	Cuts square shape
	Cuts complex shapes , such as figures.

Physical Development: Gross Motor


Gross motor skills progression						
	General	Balancing	Jumping, hopping, skipping	Climbing	Ball skills	
					Throwing and catching	Kicking
	Uses large-muscle movements to wave flags and streamers, paint and make marks.	Stands on tiptoes	Jumps off a low object with both feet off the ground	Goes up steps and stairs placing both feet on one step at a time	Throws ball underhand	Uses foot to tap static ball a small distance
	Matches their developing physical skills to tasks and activities in the setting.	Goes up steps and stairs, or climb up apparatus, using alternate feet.	Jumps over a small stationary object	climbs up apparatus, using two feet	Catches a ball by chasing- does not necessarily respond to aerial ball	Kicks ball with one foot
	Progresses towards a more fluent style of moving, with developing control and grace	Stands on one foot for 2 seconds	Jumps forward, taking off and landing on 2 feet	Climbs above their own head height	Bounces a large ball	Directly kicks to knock down a tower
	Moves around obstacles	Walks along a chalk line	Jumps forward, taking off and landing on 2 feet, showing increasing control	Climbs up apparatus using two feet	Throws ball forward in the air and use appropriate technique,	Walks towards and kick a ball
	Can gauge where a moving obstacle may be and move themselves appropriately before reaching it	Walks along a low, wide balance beam, sometimes needing to balance again an adult	Hops on one foot 3 to 5 times	Performs different movements on a climbing frame, such as swinging	Catches a large ball between extended arms	Walks towards and kick a ball towards a target
		Walks along a low, wide balance beam independently	Jumps and turn in the air		Catches a large ball by bringing hands in towards chest	Runs towards and kick a ball
		Holds a controlled static balance on one leg	Hops up to 10 times on alternate feet		Bounces and catch a large ball using 2 hands	
		Walks along a low narrow balance beam	Skips rhythmically		Throws with accuracy	
		Balances on an unstable surface with increasing control			Bounces a tennis ball on the floor and catch with two hands	

Literacy

Educational programme: Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Development matters

		Reading	Writing	Comprehension
	3 & 4 year olds will be learning to:	<ul style="list-style-type: none"> • Understand the five key concepts about print: <ul style="list-style-type: none"> ○ print has meaning ○ print can have different purposes ○ we read English text from left to right and from top to bottom ○ the names of the different parts of a book ○ page sequencing • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> ○ spot and suggest rhymes ○ count or clap syllables in a word ○ recognise words with the same initial sound, such as money and mother 	<ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. • Write some letters accurately. 	Engage in extended conversations about stories, learning new vocabulary
	Children in reception will be learning to:	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 	<ul style="list-style-type: none"> • Form lower-case and capital letters correctly • Spell words by identifying the sounds and then writing the sound with letter/s • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. 	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Literacy

At St. Aloysius, we foster children's love of reading. We have a set of core quality texts that we study in depth throughout the year that give children opportunities to develop their phonological awareness, language, vocabulary and comprehension.

Nursery Year A

Traditional tales:

The Enormous Turnip
The Three Little Pigs
Hansel and Gretel

Other core stories:

Pumpkin soup
The hungry caterpillar
Farmer Duck
Walking through the jungle
The animal boogie
Orange Pear Apple Bear
All join in
The train ride
Beegu

Nursery Year B

Traditional Tales:

Rosie's Walk
The Gingerbread Man
Jack and the Beanstalk
Rumpelstiltskin

Other core stories:

Owl babies
Dear Zoo
Room on the broom
Here we go round the mulberry bush
Brown bear Brown Bear what do you see?
1 ted falls out of bed
A squash and a squeeze
Peepo

Reception

Traditional Tales:

- The Little Red Hen
- Goldilocks and the Three Bears
- Little Red Riding Hood
- The Elves and the Shoemaker
- The Three Billy Goats Gruff

Other core stories:

- The bear hunt
- On the way home
- The Dot
- The way back home
- Elmer
- Down by the station
- Mister Magnolia
- Tanka Tanka Skunk!
- Each Peach Pear Plum
- The Gruffalo
- What the Ladybird Heard
- Handa's surprise

In addition to these core texts, the children experience a wide range of other stories, non-fiction, poems, songs and rhymes. These may be linked to topics we cover. These songs and rhymes are taught in nursery that are then embedded in reception.

We also read daily to the children in both Nursery and Reception.

Literacy: Phonics

At St. Aloysius we follow the **Read, Write Inc.** scheme of learning.

Nursery:

Children's phonological awareness is developed through taught sessions, games, activities, singing and reading.

- Tuning in to sounds
- Understanding rhythm and rhyme
- Alliteration
- Oral blending and segmenting

For those children who are developmentally ready, they will start to learn the Set 1 sounds and apply them to reading and writing words.

Reception:

Discrete phonics sessions are taught every day.

Set 1 and Set 2 sounds are taught over the year.

Once sounds are learned, children are taught to read words with those letter sounds.

Alongside the teaching of letter sounds, children are taught 'red words' (words that are not decodable)

In addition to the discrete teaching sessions, opportunities are provided for children to consolidate their learning in provision through games, reading and writing opportunities in play.

Each week children are given the new sounds to practise at home. In addition, reading books are sent home that match their current RWI level.

Set 1 sounds

m	a	s	d	t	i	n	p	g	o	c
k	u	b	f	e	l	h	sh	r	j	v
y	w	th	z	ch	qu	x	ng	nk		



Red words

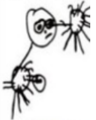



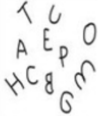

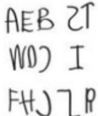
I	the	put	no	of	my	to
your	said	you	he	are	me	go

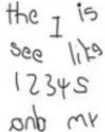
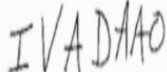
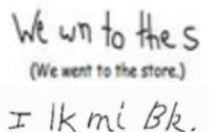
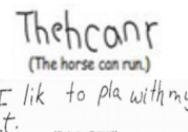
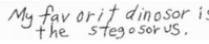
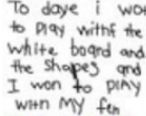
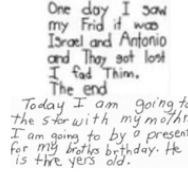
Set 2 sounds

ay	ee	igh	ow	oo	oo
ar	or	air	ir	ou	oy

Literacy: Writing Progression in EYFS

Progression of Mark Making	
Spontaneous Mark Making	Exploratory Mark Making
 <p>Beginning to control their body and use their hands or feet to experiment with the feel of mark making. Not yet able to fully control the marks that they make. When mark making with tools, movements will come from the child's shoulder and light marks will be produced. marks made at this stage, are spontaneous, random, unplanned and made with little control.</p>	 <p>Purposefully choose to make marks and understand that their action has resulted in a mark being made. As well as being interested in the process of making the marks, they also show interest and enjoyment in the marks they have created. Able to make a mark and then choose to repeat the action to create the same mark again. Will explore and experiment with the different types of marks they are able to create, such as straight, wavy and curved lines.</p>

Pre-Phonemic Stage:						
Pictures	Random Scribbling	Scribble Writing	Symbols that Represent Letters	Random Letters	Letter Strings	Letter Groups
 <p>The picture tells a story to convey a message, as described by the child.</p>	 <p>The starting point of the 'writing' begins at any point of the paper.</p>	 <p>The writing is progressing from left to right. It is written in linear fashion to mimic real writing.</p>	 <p>Letters and symbols are imitated.</p>	 <p>Random letters are written with no true meaning and there is no relationship between the sounds written and what the child is saying.</p>	 <p>Letter strings progress from left to right and move down the page as the child 'reads' their writing.</p>	 <p>The letters are grouped and separated by spaces to resemble real words.</p>


Early Phonemic Stage	Letter Name Stage		Transitional Stage			
	Beginning Sounds Random and Initial Consonants	Initial and Final Sounds Appear	Vowel Sounds Appear and Evidence of Tricky Words	All Syllables Represented	Inventive Spelling	Multiple Related Sentences with Many Words Spelled Correctly
 <p>There is an awareness of print in the environment, copied from the children's surroundings, without understanding what the words are.</p>	 <p>The beginning and ending letters are used to represent words.</p>	 <p>The beginning and ending letters are used to represent words. Children start to write simple sentences using tricky words and initial sounds.</p>	 <p>Medial sounds may initially be written as a consonant. Vowels begin to appear. Tricky words are used.</p>	 <p>The child hears the beginning, middle and ends sounds. Spaces between words.</p>	 <p>More sounds per word written, including the vowels. Some conventional spelling patterns may appear.</p>	 <p>Whole sentence writing develops. Some real spelling of words and spelling patterns appear. Punctuation is beginning to appear.</p>

We use ongoing accurate assessment to establish which stage of learning each child is at. This may be different for each child at the same point in the year. We therefore provide support tailored to each individual child's needs to ensure progress, through the role of the adult and through our provision. (See *Writing progression document for details of how we support each area.*)

Mathematics

Educational programme: Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

		Development matters	
		Number	Shape, Space and Measure
	3 & 4 year olds will be learning to:	<ul style="list-style-type: none"> Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. 	<ul style="list-style-type: none"> Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc. 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. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'
	Children in reception will be learning to:	<ul style="list-style-type: none"> Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–5 and some to 10. 	<ul style="list-style-type: none"> Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity.

Mathematics

Nursery:

We focus on teaching pre-calculation skills (*See development matters*).

These skills are revisited across the year to allow them to be embedded.

Reception:

we follow the **NCETM Mastering Number Programme**.

Alongside this, we use **White Rose** to teach Shape, space and measure.

(See termly overviews)

These programmes ensure progression of skills and knowledge through the year. We continually assess the children's knowledge and understanding throughout the programme. Extra support is put in place for those children that need to embed their understanding through targeted interventions.

The programme is taught through daily discrete teaching sessions. In addition, carefully planned provision is provided to allow the children to practise and embed their skills and knowledge.


In both nursery and reception, as new mathematical equipment is introduced, it is put into continuous provision so that children have continual access to it. This allows them to practice and embed skills in different contexts through their play.

In addition we provide a rich mathematical environment to allow children to practise their mathematical skills in their play all areas of provision.

Understanding the world

Educational programme: Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

		Development Matters
	3 & 4 year olds will be learning to:	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family’s history. • Show interest in different occupations. • Explore how things work • Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
	Children in reception will be learning to:	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside • Recognise some environments that are different from the one in which they live. • Understand the effect of changing seasons on the natural world around them.

Understanding the World Knowledge and skills progression map

Nursery

Reception

Knowledge and skills to be taught over the year:

Knowledge and skills to taught in each term:

Knowledge and skills to be taught over the year:

Knowledge and skills to taught in each term:

- Know some personal life story:
 - Family
 - Family events as they occur during the year, eg, Christmas, birthdays
- Know about people who help us in the community:
 - Emergency services
 - Members of our community relevant to cohort eg, Parent who is a doctor
- Know about my journey to school
- Role play maps

- Exploring differences between people
- Know there are different countries of the world

- Explore materials and their properties using senses

Autumn

All about me

Spring

Planting and growing:
Exploring how to grow seeds
How to care for living plants

Summer

Life cycles of plants and animals

- Talk about members of family

- Meeting members of our community and understanding their roles:
 - Eg, Priest, shopkeepers, librarians
- Visits to local environment
 - eg, Park and drawing maps of these environments and journeys to school
- Exploring different beliefs and how special times are celebrated
- Know that some places are special to members of our community:
 - Explore special places eg, Library, places of worship, school
- Exploring how materials change and the causes of change
- Experimenting
- Know and explore the changing seasons

Autumn

Me and my family

Spring

Plants:
How they grow
What a plant needs
parts of a plant

Summer

*Other topics taught in each term will be based on children's interests so will remain fluid.
UTW topics will explore key vocabulary, small world, personal experience and role play.
Topic map completed at the end of the year and passed to reception.


*Other topics taught in each term will be based on children's interests so will remain fluid.
UTW topics will explore the history associated with the topic in more detail, figures in the past and environments

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately.

Expressive Arts and Design

Educational programme: Expressive Arts and Design

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

		Development Matters
	3 & 4 year olds will be learning to:	<ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. • Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person (‘pitch match’). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.
	Children in reception will be learning to:	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups.