



**EARLY YEARS  
FOUNDATION  
STAGE  
CURRICULUM  
2019 - 2020**

	NURSERY			RECEPTION		
	Autumn	Spring	Summer	Autumn	Spring	Summer
<b>Themes</b>	Autumn Diwali Chinese Moon Festival Bonfire night Christmas	Spring Burns Night Winter Chinese New Year Valentines Mother's Day	Transition Sun Safety Holidays Father's Day	Family Animal houses Castles Types of homes Bonfire night Diwali Home safety Christmas	Winter Arctic Antarctica Space Journeys Africa Rainforest	Spring and growing Life cycles Baby animals Jack and the beanstalk Pirates Beach and the seaside Under the sea
<b>Books</b>	Non-fiction and fiction texts related to children's interests and festivals	Non-fiction and fiction texts related to children's interests and festivals	Non-fiction and fiction texts related to children's interests. Books that cover transitions	Three Little Pigs Non-fiction books linked to Castles Amazing Animal Homes Hairy McClary Basketwork Dear Santa	Window Gruffalo's child Non-fiction books about Arctic and Antarctica Whatever Next Bear Snores On Handa's Surprise Walking Through the Jungle	Supertato The Teeny Weeny Tadpole The Hungry Caterpillar Jack and the Beanstalk How Pirates Really Work The Rainbow Fish Commotion in the Ocean
<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>Oral storytelling, acting out our favourite stories.</li> <li>Listen to our peers during interesting conversations.</li> <li>Listening to stories, responding to simple instructions, sharing what we know about familiar topics.</li> </ul>	<ul style="list-style-type: none"> <li>Follow instructions even though the activity may not be of interest.</li> <li>Sharing knowledge and learning new vocabulary.</li> <li>Introduce story dice and story stones to create own simple stories with key elements.</li> </ul>	<ul style="list-style-type: none"> <li>Develop listening skills through discussions based around holidays/books and circle time.</li> <li>Beginning to respond to others ideas and comments.</li> </ul>	<ul style="list-style-type: none"> <li>Spencer Bear news</li> <li>Show and tell</li> <li>Confidence to speak in front of a group</li> <li>Listening and responding to ideas expressed by others, with an emphasis on talking in complete sentences and using the correct tense</li> </ul>	<ul style="list-style-type: none"> <li>Spencer Bear news</li> <li>Show and Tell – developing our questioning skills</li> <li>Looking at ways to extend sentences using words such as but, because, and, so</li> <li>Listening to stories, and responding with questions and comments</li> <li>Exploring new vocabulary relating to our topic</li> <li>Using the language of books in everyday scenarios</li> </ul>	<ul style="list-style-type: none"> <li>Spencer Bear news</li> <li>Show and tell – developing our storytelling skills</li> <li>Answering 'how' and 'why' questions, in response to their experiences, stories and events</li> <li>Inventing and telling stories</li> <li>Listening to stories without pictures or props</li> <li>Expressing views and feelings about characters and events in stories</li> </ul>

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	Activities and learning linked to the whole school values					
<b>PSED</b>	<ul style="list-style-type: none"> <li>Settling into Nursery, making new friends.</li> <li>Learning the Nursery rules, boundaries and routines.</li> <li>Transition from home to the setting, key person visits in home environment. Child to visit nursery.</li> <li>Learn to recognise own feelings through peg registration.</li> </ul>	<ul style="list-style-type: none"> <li>Values - exploring our own feelings and that of others, sharing with friends.</li> <li>Learning to manage our own behaviour in different situations.</li> <li>Extend PSED linked to our values, including Gr8 AS U R.</li> </ul>	<ul style="list-style-type: none"> <li>Develop social skills, such as working together and helping others.</li> <li>Learning to manage disputes with peers in a calm and controlled manner, sometimes seeking an adult to support.</li> <li>Taking part in transition activities that relate to getting ready for moving to Reception.</li> </ul>	<ul style="list-style-type: none"> <li>Learning the routines of the classroom and the school</li> <li>Recognising the expectations for behaviour around the school and classroom building relationships with peers and adults</li> <li>Developing confidence in new situations</li> <li>Developing an awareness of their own feelings and ways to express them</li> </ul>	<ul style="list-style-type: none"> <li>Continue to model and explain the expectations for behaviour around the school and classroom</li> <li>Developing the language needed to deal with conflicts or disagreements</li> <li>Developing confidence to try new activities</li> <li>Role playing various scenarios to explore different emotions and ways to manage feelings</li> </ul>	<ul style="list-style-type: none"> <li>Independently choosing resources for own activity and organising it with minimal adult intervention</li> <li>Learning to show sensitivity to the needs and feelings of others and adjusting play accordingly</li> <li>Play group games that involves rules</li> <li>Talk about plans made to carry out an activity and how they might change in the future</li> <li>Preparing for the transition to Year 1</li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>Learning selfcare skills, e.g. changing shoes, putting on coats.</li> <li>Begin to manage toileting needs independently</li> <li>Large scale mark making within the indoor/outside environment.</li> <li>Encourage use of a variety of one hand tools.</li> <li>Offer a range of activities to help develop fine motor skills.</li> <li>Develop physical skills, using the climbing equipment, gym and trim trail.</li> </ul>	<ul style="list-style-type: none"> <li>Activities to support exploring different ways of moving,</li> <li>Begin to negotiate space and avoid obstacles.</li> <li>Use balls, tyres, hoops and a variety of equipment to develop control.</li> <li>Cutting skills, beginning to hold/use scissors correctly.</li> <li>Beginning to hold a pencil in a tripod grip.</li> </ul>	<ul style="list-style-type: none"> <li>Develop pencil control skills by ensuring children have a firm understanding of a tripod grip.</li> <li>Label work independently, encouraging formation of letters/initial letter name writing.</li> <li>Sun safety and the reasons behind why we need a hat and sunscreen and the importance of drinking water.</li> </ul>	<ul style="list-style-type: none"> <li>Learning the routines of using the school hall</li> <li>Traditional circle games</li> <li>Parachute games</li> <li>Moving in different ways with confidence and enjoyment</li> <li>Negotiating space and adjusting speed and direction</li> <li>Developing skills with balls, bean bags and hoops</li> <li>Travel around, under, over and through climbing equipment</li> <li>Jump and land safely</li> </ul>	<ul style="list-style-type: none"> <li>Negotiating space and adjusting speed and direction</li> <li>Catching and throwing balls with a focus on accuracy</li> <li>Developing their awareness of space and movement with 'winter dances' and games</li> <li>Paired sequences in gymnastics</li> <li>Changing clothes in preparation for physical activity</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop an increasing control using varied equipment e.g. hoops, quoits, beanbags, climbing apparatus, bats and balls, skipping ropes</li> <li>Playing team games, considering different strategies</li> <li>Practising for sports day</li> <li>Hopping and skipping in time to music</li> <li>Learning to write on the line, controlling the size of letters</li> </ul>

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<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Provide a wide range of stories.</li> <li>• Favourite stories to explore further using story stones, sacs and masks to retell.</li> <li>• Join in with repeated phrases within stories.</li> <li>• Begin to say the initial sounds of their own name during registration and other daily events.</li> <li>• Give meanings to their marks within an environment that supports them</li> </ul>	<ul style="list-style-type: none"> <li>• Wide range of props to help children retell a complete story.</li> <li>• Describe main events, story settings and main characters in a known story.</li> <li>• Begin to orally blend words whilst engaging with children during everyday activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to orally segment words whilst continuing to orally blend.</li> <li>• Begin to match some letter shapes to letter sounds.</li> <li>• Say and explore the initial sounds of familiar objects during everyday routines and through matching sounds to objects games.</li> <li>• Introduce the idea of rhyme using rhyming stories and picture matching activities.</li> <li>• Give meanings to marks as they draw and paint.</li> <li>• Begin to write recognisable letters and their name.</li> </ul>	<ul style="list-style-type: none"> <li>• Linking letter sounds to letters (a-z)</li> <li>• Learning some diagraph (set 1 sounds)</li> <li>• Practising correct letter formation</li> <li>• Blending sounds to read CVC words</li> <li>• Segmenting sounds to write CVC words</li> <li>• Writing first names with correct letter formation</li> <li>• Sharing books and talking about stories</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce set 2 sounds (diagraphs)</li> <li>• Correct letter formation</li> <li>• Blending sounds to read CCVC and CVCC words</li> <li>• Segmenting sounds to write CCVC and CVCC words</li> <li>• Writing first and surnames with correct letter formation</li> <li>• Continuing to share books and talk about stories</li> <li>• Sequencing stories</li> <li>• Drama activities linked to class texts</li> <li>• Begin to write simple words and sentences focusing on spaces and full stops</li> </ul>	<ul style="list-style-type: none"> <li>• Link letter sounds to letter names</li> <li>• Revising letter sounds and diagraphs</li> <li>• Correct letter formation</li> <li>• Writing sentences with greater independence</li> <li>• Drama activities linked to class texts</li> <li>• Retelling familiar stories and describing main events</li> <li>• Writing our own Stories, thinking about some of the features of narrative in our writing</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Using some number names and language spontaneously.</li> <li>• Reciting numbers in order from 1 to 10.</li> <li>• Sorting objects based on a given criteria.</li> <li>• Use size language to describe objects.</li> <li>• Explore and talk about the shape of objects within our environment.</li> <li>• Create pictures/ objects using shape.</li> </ul>	<ul style="list-style-type: none"> <li>• Counting to 10, counting objects during play</li> <li>• Begin to match quantities to numerals and learn that they can count actions as well as objects during games and song time.</li> <li>• Begin to recognise when quantities are the same, or when exploring more or less in relation to quantities of items.</li> <li>• Use shape for purpose during building and when creating pictures through shape.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to develop careful counting strategies.</li> <li>• Gain confidence in recognising numbers.</li> <li>• Estimation and number problems.</li> <li>• Identify shapes using shape names.</li> <li>• Use positional language when describing where objects are placed.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising, ordering and writing numbers 1-10</li> <li>• One more and one less than a given number</li> <li>• Naming and describing 2D shapes</li> <li>• Recognising, creating and continuing repeating patterns</li> <li>• Money – recognising coins and counting pennies</li> <li>• Beginning to use the vocabulary of addition and subtraction</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising, ordering and writing numbers 11-20</li> <li>• One more and one less than a given number up to 20</li> <li>• Naming and describing 3D shapes</li> <li>• Sequencing daily events and time</li> <li>• Using the language relating to length, weight and capacity</li> <li>• Beginning to develop an understanding of counting on and back</li> </ul>	<ul style="list-style-type: none"> <li>• Securing knowledge of numbers to 20 – recognising, writing, ordering and counting</li> <li>• Doubling and halving facts</li> <li>• Sharing quantities into groups</li> <li>• One more and one less from 1-20</li> <li>• Estimating a number of objects and check by counting</li> <li>• Answering addition calculations by counting on and subtraction by counting back</li> <li>• Measure, weigh, order and compare objects</li> </ul>

	NURSERY			RECEPTION		
<b>Understand the World</b>	<ul style="list-style-type: none"> <li>Sharing our own special events such as birthdays and recall significant moments such as holidays.</li> <li>Finding out about various festivals.</li> <li>Talk about our families and home life through stories from the computer and craft activities.</li> <li>Changes observed in our environment.</li> <li>Plant and care for herbs and plants in the environment.</li> <li>Simple computer games linked to themes.</li> <li>Explore interactive books and remote-control toys.</li> </ul>	<ul style="list-style-type: none"> <li>Explore Winter, comment on the changes in their environment.</li> <li>Explore ice.</li> <li>Talk about the North and South Poles and what type of animals live there.</li> <li>Interact with age appropriate computer/ interactive whiteboard activities.</li> <li>Take part in various festivals.</li> </ul>	<ul style="list-style-type: none"> <li>Find out about different occupations, exploring people who help us.</li> <li>ICT to operate simple programmes relating to their interests.</li> <li>Using local/wider maps and globes, talk about our holidays, the area we live in and further afield.</li> </ul>	<ul style="list-style-type: none"> <li>Talking about our own families</li> <li>Learning about different types of homes in the local area and the wider world</li> <li>Considering ways to be healthy and stay safe in our home</li> <li>Finding out about different festivals and celebrations, including the stories and meaning behind them</li> <li>Using the class computer, iPads, laptops and programmable toys</li> </ul>	<ul style="list-style-type: none"> <li>Learning about the culture and lifestyle in different parts of the world</li> <li>Thinking about animals and their natural habitats in different parts of the world</li> <li>Exploring different journeys and modes of transport</li> <li>Exploring the use of technology in everyday scenarios</li> <li>Developing skills on a computer, using appropriate programmes (such as Purple Mash)</li> </ul>	<ul style="list-style-type: none"> <li>Learning about life under the sea</li> <li>Thinking about how the seaside has changed over time</li> <li>Finding out how to stay safe in the sun and on the beach</li> <li>Planting seeds and observing how they grow</li> <li>Life cycles of animals and plants</li> <li>Consider the influence of human activity on the environment and living things</li> <li>Explore the concept of floating and sinking</li> <li>Begin to explore the concept of experimentation</li> </ul>
<b>Expressive Arts and Design</b>	<ul style="list-style-type: none"> <li>Role play based on own experiences.</li> <li>Explore a range of construction resources.</li> <li>Explore musical instruments and how their sound can be changed.</li> <li>Sing familiar songs and begin to show confidence in learning new songs.</li> <li>Dancing to music from other counties.</li> <li>Festival/Events craft activities.</li> <li>Christmas role play.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to explore colours and how they can be changed.</li> <li>Role play developed alongside children's interests.</li> <li>Using media and materials to create Winter scenes/Valentine gifts and props for Chinese New Year.</li> <li>Den building using various materials to experiment and construct with.</li> </ul>	<ul style="list-style-type: none"> <li>Combine media with a purpose in mind to design and build.</li> <li>Use colours for purpose in painting and drawings.</li> <li>Engage in imaginary play alongside others and begin to share and negotiate different ideas to act out/develop a story.</li> <li>Exploring media and materials related to interests and seasons/holidays.</li> <li>Role play journeys – Holidays, beach etc.</li> </ul>	<ul style="list-style-type: none"> <li>Role play areas: home corner, vets, Santa's grotto</li> <li>Artwork linked to themes: firework pictures, Christmas craft activities</li> <li>Sings songs and rhymes from memory</li> <li>Learn new songs for our Christmas production</li> <li>Develop cutting, colouring and drawing skills</li> <li>Use tools to construct</li> <li>Use different media, including pens, paint, pastels and clay</li> </ul>	<ul style="list-style-type: none"> <li>Role play areas: Gruffalo's Cave, Artic Explorer's Camp, Rocket, Travel Agents</li> <li>Art and craft activities linked to our theme, including Chinese New Year</li> <li>Explore colour mixing</li> <li>Use our imaginations to create dances</li> <li>Making music using African drums and tuned and non-tuned percussion</li> <li>Develop skills with different media and materials</li> </ul>	<ul style="list-style-type: none"> <li>Role play areas: ice cream shop</li> <li>Art work linked to themes</li> <li>Investigating materials</li> <li>Selecting and using resources for a purpose</li> <li>Exploring musical instruments</li> <li>Talk about our creative work and the processes that led to the end product</li> <li>Talk about the strength of our own work and that of others</li> </ul>