

Aycliffe Primary School
Early Years Foundation Stage Curriculum
Nursery

British Values teaching and learning goes right across the curriculum and alongside the school rules. We are gentle. We are kind and helpful. We listen. We are honest. We work hard. We look after property. We respect others.

CIL and Continuous Provision run along these.

Adult chosen topic.

(These are supplemented with pupil chosen topics)

EYFS Area of Learning	Autumn 1 All About Me	Autumn 2 All About People	Spring 1 All About the World	Spring 2 All About Fairy tales	Summer 1 All About Animals	Summer 2 All About Summer
Communication and Language	<p>Listening Enjoys listening to longer stories and can remember much of what happens. Pays attention to more than one thing at a time although this can be difficult. Understands a question or instruction that has two parts. Understands 'why' questions</p> <p>Speaking Uses a wider range of vocabulary. Sings a large repertoire of songs. Knows many rhymes. Is able to talk about familiar books and is able to tell a long story. May continue to have problems with irregular tenses and plurals, such as 2 w, y, f, th and have difficulty with words like 'banana'. To start a conversation. To use words to problem-solve and organise their thoughts. To join in with repeated refrains in rhymes and stories. 'runned' for 'ran', 'swimmed' for 'swam'. May have problems saying some sounds and multi-syllabic words. Uses longer sentences of four to six words. Is 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. Starts a conversation with an adult or a friend and continues it for many turns. Uses talk to organise themselves and their play.</p>					
<p><i>NB</i> <i>CL activities may change, be added with input from children and as ideas progress</i></p>	<p>Talk about themselves, their family. and their friends. Family Trees Role Play Baby Pictures Guess Who? How do we look after ourselves? Home Corner</p>	<p>Talk about different people in the community, for example, police, fire, doctors, dentists. Home Corner</p>	<p>Space Topic Cultures around the world – Chinese New Year Shrove Tuesday Mothers' Day Easter</p>	<p>Talk about stories and retell them using props Talk about the morals of the stories and the different characters.</p>	<p>Discuss pets Who's in the box? Visit from animals e.g gheko and giant snail</p>	<p>What do I do on my holiday? Where can we go on holiday? Café/beach role play</p>

<p>Physical Development</p> <p>Weekly PE lesson using Complete PE Scheme.</p>	<p>Continues to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Goes up steps and stairs, or climbs up apparatus, using alternate feet. Skips, hops, stands on one leg and holds a pose for a game like musical statues. Uses large-muscle movements to wave flags and streamers, paint and make marks. Starts taking part in some group activities which they make up for themselves or in teams. Is increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Matches their developing physical skills to tasks and activities in the setting. Chooses the right resources to carry out their own plan. Collaborates with others to manage large items such as moving a long plank safely or carrying large hollow blocks Uses one-handed tools and equipment, for example, making snips in paper with scissors. Uses a comfortable grip with good control when holding pens and pencils. Shows a preference for a dominant hand. Is increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>					
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	<p>Wheelie Challenge Cosmic Yoga Obstacle Course</p>	<p>Diwali Dance Jai Ho!</p>	<p>Pancake Races Moon walking Space PE Dragon Dancing</p>	<p>March for March Bunny Bouncing</p>	<p>Animal Movement Outdoor Games</p>	<p>Sports Day Practise</p>
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<p>Personal, Social and Emotional Development</p> <p>Weekly lessons using Jigsaw Scheme of work as starting point</p>	<p>Children will 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 to follow instructions involving several ideas or actions. 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. 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. In addition, FS take part in whole school Mental Health Weeks and activities organised by our ELSA in training. Across the school we have cross age group Buddy Groups which all Reception children join on entry. See Forest School planning for additional provision in this area.</p>					
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<p>Maths</p> <p>Essentials for Counting (HFL) Continuous provision in most indoor and outdoor areas of learning.</p>	<p>Number Develops fast recognition of up to 3 objects, without having to count them individually (subitising). Recites numbers past 5. Says one number for each item in order: 1,2,3,4,5. Knows that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). Shows 'finger numbers' up to 5. Links numerals and amounts, e.g. showing the right number of objects to match the numeral, up to 5 Experiments with their own symbols and marks as well as numerals. Solves real world mathematical problems with numbers up to 5 Compares quantities using language: 'more than', 'fewer than'. Numerical Patterns Talks about and identifies the patterns around them, e.g. stripes on clothes, designs on rugs and wallpaper. Uses informal language like 'pointy', 'spotty', 'blobs', etc. Extends and creates ABAB patterns – stick, leaf, stick, leaf.</p>					
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	<p>Notices and corrects an error in a repeating pattern. Begins to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Shape, Space and Measure Talks about and explores 2D and 3D shapes using informal and mathematical language, e.g. 'sides', 'corners'; 'straight', 'flat', 'round'. Understands position through words alone, e.g. "The bag is under the table," – with no pointing. Describes a familiar route. Discusses routes and locations, using words like 'in front of' and 'behind'. Makes comparisons between objects relating to size, length, weight and capacity. Selects shapes appropriately, e.g. flat surfaces for building, a triangular prism for a roof, etc. Combines shapes to make new ones, e.g. an arch, a bigger triangle, etc.</p>					
	<p>Count 0-5 in everyday contexts Compare amounts Compare weight Compare size Positional Language</p>	<p>Recite numbers past 5 Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') Understand position through words alone Select shapes appropriately: flat surfaces for building, triangular prism for roof etc. Talk about and identify the patterns around them Extend and create ABAB patterns</p>	<p>Say one number for each item in order, 1-5 & show finger numbers up to 5 Link numerals and amounts Solve real world mathematical problems with numbers up to 5 Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language Describe a familiar route and location Make comparisons between objects relating to size, length, weight and capacity Combine shapes to make new ones e.g. an arch to make a bigger triangle Notice and correct an error in a repeating pattern Begin to describe a sequence of events, real or fictional</p>			
<p>Literacy – Key Texts</p>	<p>Children will have access to Nursery Rhymes / Traditional Songs /Stories /Fiction /Non-Fiction Texts as agreed with English Leader.</p>					
	<p>My Best Book About Me Peace At Last Owl Babies I want My Potty Little Red Hen</p>	<p>Everybody feels....books Pumpkin Soup</p>	<p>Handa's Surprise Aliens Love Underpants Mr Wolf's Pancakes</p>	<p>The Gingerbread Man Jack and the Beanstalk Goldilocks and the Three Bears Little Red Riding Hood Cinderella</p>	<p>What the Ladybird Heard We're Going on a Bear Hunt The Gruffalo</p>	<p>Tiddler the Story Telling Fish</p>
<p>Writing</p>	<p>Uses some of their print and letter knowledge in their early writing, e.g. writing a pretend shopping list that starts at the top of the page or writing 'm' for mummy. Writes some or all of their name.</p>					

	<ul style="list-style-type: none"> • To add meaning to marks they make. • To make marks to be their name. • To enjoy the sensory experience of making marks. To distinguish between the marks that they make. • To enjoy drawing and writing on screen and on paper and in different textures, e.g., sand or shaving foam. • To enjoy free drawing. 	<ul style="list-style-type: none"> • To add meaning to marks they make. • To make marks to be their name. • To imitate adults' writing by making continuous lines circles or shapes. • To identify the initial letter of their name. • To begin to make letter type shapes to represent the initial sound of their name. 	<ul style="list-style-type: none"> To write some of or their entire name. • To write some letters accurately. • To show an interest in words and illustrations in the environment. • To begin to navigate apps and websites on digital media using drop down menus. • To show an interest in letters on a keyboard and begin to make letter type shapes to represent the initial sound of their name and other familiar words
	<p style="text-align: center;">Mark Making Books: Pencil control Drawings Horizontal and vertical lines</p>	<p style="text-align: center;">Mark Making Books: Pencil control Drawings Horizontal and vertical lines Letters in names Name writing practise</p>	<p style="text-align: center;">Mark Making Books: Pencil control Drawings Horizontal and vertical lines Letters in names Name writing practise</p>
Phonics and Reading	<p>Develops their phonological awareness, so that they can: spot and suggest rhymes count or clap syllables in a word recognise words with the same initial sound. Engages in extended conversations about stories, learning new vocabulary</p>		
	<p style="text-align: center;">Phonics Phase One Aspect 1: General sound discrimination – environmental sounds Aspect 2: General sound discrimination – instrumental sounds Aspect 3: General sound discrimination – body percussion</p>	<p style="text-align: center;">Phonics Phase One Aspect 4: Rhythm and rhyme Aspect 5: Alliteration World Book Day</p>	<p style="text-align: center;">Phonics Phase One Aspect 6: Voice sounds Aspect 7: Oral blending and segmenting Key words, the to, I, no, so, go, into Oxford Reading Tree picture books to take home weekly</p>
Understanding the World	<p>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.</p>		

	<p>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</p>					
<p>NB UTW <i>activities may change, be added with input from children and as ideas progress</i></p>	<p>Harvest Forest School – Signs of Autumn, Leaf crowns, minibeasts, hibernation Life story and family history</p>	<p>Celebrations: Diwali Christmas People who help us e.g doctors and nurses Christmas play, Christmas songs</p>	<p>Space – planets, rockets Magnets Chinese New Year Making pancakes, Shove Tuesday Forest School – signs of Winter Take One Picture Valentine’s Day Stir fry</p>	<p>Mother’s Day Easter Story Forest School – signs of Spring World Book Day Sowing seeds and planting – Jack and Beanstalk beans</p>	<p>Life Cycle of a frog / butterfly Explore different animals and where they are from. Animal Footprints Who’s in the box? Information books and programmes. Visit from animals. Forest School – minibeasts, camouflage.</p>	<p>Forest School- signs of Spring/Summer Water cycle – ice and water</p>

<p>Expressive Art and Design</p>	<p>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. 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.</p>					
<p>NB <i>EAD activities may change, be added with input from</i></p>	<p>Draw/paint themselves Finger paint Colour mixing Firework paintings</p>	<p>Christmas songs Diwali music/Diwali patterns Halloween</p>	<p>Chinese Dance/ lanterns Dragon Dance Take One Picture Valentine’s cards</p>	<p>Mother’s Day cards</p>		<p>Take One Tune</p>

<i>children and as ideas progress.</i>		Gingerbread House				
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Computing						
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