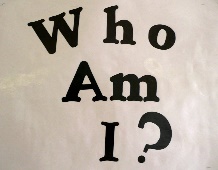
**Early Years Foundation Stage**

**Curriculum Overview**

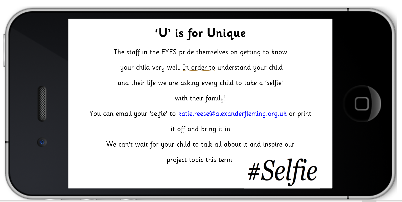
 **Autumn**

 U is for Unique

**Hypothesis**

As a school, it is our priority to build positive relationships with children and their families. Bruce believes that when children feel secure that they perform better. Young children are ego-centric (Pollard) and therefore are interested in matters which relate to their own lives. What matters to children is themselves! Practitioners have chosen this project as all children can relate to it and have experiences of the key themes such as faces and homes. This is also important to our school, due to the limited life experiences some of the children may have had. Practitioners feel that this project is relatable and accessible to all parents, thereby further strengthening parental partnerships, which will ultimately improve child outcomes. This project will develop children’s sense of belonging within the setting as well as developing an understanding and respect for other’s lives. The professionals in the Foundation Stage have also reflected on their practice and recognise a need to provide children with opportunities in which they are exposed to a variety of people, cultures and ways of life. This project will allow this.

**Provocation**

Every child and their family were set a ‘Holiday Challenge’ in which they were asked to take a family ‘selfie’. Children will be encouraged to discuss their photographs to enhance their speaking and listening skills and talk about their lives. This will also give practitioners an insight into the child’s experiences and interests and act as a vehicle towards building strong relationships between them.

**Strengthening Parent Partnership**

Expressing to parents that we are interested in the **whole child**. Most of a child’s important experiences happen at home. **Celebrating** and discussing these experiences.

Rites of passage.

Being honest and open about what children **can do**. Building on their **previous knowledge** and utilising their strengths and interests.

Being aware of each child’s home traditions and **cultures**. **Enriching** other children’s experiences by sharing what is important to each of us.

Recognising **similarities and differences.** **Understanding** others and being understood.

Using Seesaw to enhance the ways we communicate with children and their families.

**Sense of belonging**

To develop self-confidence/ security to show adults and children what they are capable of.

To be in a secure environment in which they know that they are **safe and valued**.

A learning **community**/ community learning contract. Children learn from other children. Children are *not* empty vessels!

Knowing their place in the world. Being ambitious.

Showing tolerance and understanding regarding others’ and their culture.

Change and growth exploration.

Philosophy for children; exploring what it might mean to be human.

**Communication and language**

**Listening, attention and understanding**

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| Children will know . . .  (Knowledge) | How we will deliver this . . .  (Pedagogy) |
| Rising Threes   * Listen to other people talk for very short periods (when beside them in play) * Listen to short stories * Begin to understand and, with adult support, act on longer sentences   N   * Listen with interest to songs, rhymes and stories for a few minutes. * Listen to others one to one.   R   * Sit quietly when appropriate. * Join in with repeated refrains in stories. * Respond to what they’ve heard through words or actions.   Y1   * Make comments about what they have heard and ask questions to clarify understanding. | * Nursery rhyme time every registration * Weekly song focus * Story time daily * Theatre role-play in CP * All adults engaging in high quality interactions at all time. * Forest school to develop curiosity. * Music area |

**Speaking**

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| Children will know . . . | Children will say . . . | How we will deliver this . . . |
| Rising Threes   * Repeat words in the moment, modelled by others. * Use phrases and begin to use simple sentences. * Know a variety of nouns and adjectives.   N   * Use simple sentences. * Begin to learn new words rapidly.   R   * Use more complex sentences. * Use words to connect ideas, when prompted.   Y1   * Express ideas and feelings using full sentences. * Offer explanations about why things may happen. | Nouns  But, and  (Adjective)  Maybe, perhaps, what about, I think | * High quality interactions; all staff * Helicopter stories (at least once a week for all children * Daily Nursery Rhyme Time * Daily Poetry Basket * Story time daily * Stories used in numbers and patterns sessions * Environment considerations; high quality role-play, small world and construction areas * Home challenge; to inspire talking about what they know * Neli (R), Talk Boost (N) |

**Physical Development**

**Gross-motor**

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| Children will know . . . | Children will say . . . | How we will deliver this . . . |
| Rising Threes   * Explore a large balls. * Begin to use stairs or steps independently. * Use legs to move bikes and cars. * Use large motor skills to do everyday things e.g. pour, cut food.   N   * Tries to stand on one foot. * Imitates simple movements. * Catch a balloon. * Pedals a tricycle. * Kicks a ball.   R   * Jumps in place with two feet together. * Balance and hop on one foot. * Catch a big ball.   Y1   * To balance along a beam. * Catch a small ball. * To kick ball forwards. | Kick, catch, throw, ball, bike, foot.  Balance, jump, hop, swing, hang.  Beam, alternative, forwards. | * Access to a planned physical development activity outdoors daily. * Weekly PE for Reception * Healthy Movers activities 2 x a week * Squiggle while you wiggle |

**Fine-motor**

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| Children will know . . . | Children will say . . . | How we will deliver this . . . |
| Rising Threes   * Experiment with mark making using a variety of objects and resources. * Pat and squeeze dough in their hands * Build a tower of blocks, balancing a few.   N   * Copy a circle and line. * Roll a sausage of dough. * Explore bridging and enclosing using blocks. * To put pieces into an inset jigsaw. * Begins to use a knife to cut soft, long foods which can be easily steadied.   R   * Use a dominant hand. * Snips paper using scissors. * Writes their name and tries to copy letters. * Use a rolling pin to flatten dough. * Build a simple model out of Duplo. * Join together pieces in a jigsaw. * Uses a knife to chop soft materials with safety and control..   Y1   * Build a simple model out of Lego * Cutting out simple shapes. * Colour within the lines. * Form all letters of the alphabet (lower case). * Use a pincer grip. | Draw, colour, block, marks, writing, playdough, roll, jigsaw, cut, scissors  Use the handwriting patter.  Name, rolling pin, dough, build, circle  Model, 2D shapes x 5 – triangle, square, circle, rectangle, diamond, letter names | * Malleable area provision * A writing area in every class base * Access to the Art Studio daily * Expressive Art and Design Project – Paul Klee Faces * Drawing Club (R) |

**Personal, Social and Emotional Development**

**Self-regulation**

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| Children will know . . . | Children will say . . . | How we will deliver this . . . |
| Rising Threes   * Express preferences using gesture and increasingly talk. * Adults to label and validate emotions which they show. * Begin to feel confident becoming independent in the setting. * Sustain their attention for a few moments. * Begin to show some control in turn taking with an adult   N   * To identify two basic emotions; happy and not happy (sad). * To regulate their self to sit for a few minutes in a place the adult asks them to. * To follow a simple adult request, with modelling and a reminder.   R   * To join in with the routine of the day, with prompts to support them. * To identify 4 emotions; happy, sad, hungry, angry. * To follow a simple adult request.   Y1   * To identify emotions in themselves and others and regulate their behaviour accordingly. * To immediately follow a direct adult request, and understand the reasons for the request, for example safety. * To set and work towards simple goals. * To wait their turn for equipment, resources or within a game. | Happy, not happy, sad, listen  Angry, hungry, feeling, safe, my turn  Taking turns, patient, persevere | * Daily small group sessions in N * Carpet sessions * Adults supporting behaviour during open door sessions – encouraging children to play together, take turns, make choices * Stories about diversity to support understanding of respect – * Home challenge – to listen to others and their experiences * Emotions in fairytales – The three little pigs, the Gingerbread man |

**Managing self**

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| Children will know . . . | Children will say . . . | How we will deliver this . . . |
| Rising Threes   * Show an awareness of bladder and bowel function by pointing, talking and showing (sometimes after the event). * Allow an adult to support them with carefiving experiences.   N   * To know what the toilet is used for. * Help by attempting to pull up their clothing when getting changed. * Pull the zip on their coat up or down.   R   * Use the toilet independently. * Put their coat on and make good attempts at doing up their zip. * Attempt to put their arms into an apron. * Sustain their interest in an activity of their own choosing for ten minutes.   Y1   * To change their clothing independently. | Toilet, wee, pooh, zip, up, down  On my own, apron, on, coat, top, trousers | * Weekly PE sessions * Access to Open Door – art studio, sports equipment ( See open door plan) * Scheduled times to go to the toilet, adults supporting and removing support as necessary * Daily shared snack in N, rolling snack in R, playtime snack Y1 |

**Building Relationships**

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| Children will know . . . | Children will say . . . | How we will deliver this . . . |
| Rising Threes   * Begin to develop relationships with key adults and peers. * Play alongside their peers.   N   * Be able to leave their caregiver with the support of a teacher. * Play alongside others with increasing recognition of others, sometimes engaging with others during play. * Begin to take turns and share with adult support. * Begin to develop friendships with other children.   R   * To express their needs and wants to other children using words and actions. * To have a significant friend. * To take turns and share resources with another child.   Y1   * Show sensitivity to other’s feelings, needs and wants. * To play reciprocally with another child. * To engage in play with a group of others. | Mummy, daddy, nanny, Miss Reese, play, my turn  Your turn, share, Can I . . .? It’s my turn, friend  Kind, together | * Drawing their family * Sharing and talking about their family – home challenge * Open Door sessions * N – Peace at last focus |

**Literacy**

**Comprehension**

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| Children will know . . . | Children will say . . . | How we will deliver this . . . |
| Rising Threes   * Join in with rhymes and songs through look, movement and some words and actions. * Say some of the words in songs and rhymes. * Sustain attention, learn new words. Develop their knowledge of words each time they hear them. * Become familiar with and understand some complex sentences. * Follow a simple plot in terms of an event. Predict what might happen next in terms of developing an understanding of repetition.   N   * How to turn pages in a book. * To join in with some repeated words in rhymes, songs and simple stories. * To understand a simple plot.   R   * To talk about significant events in stories they know well. * To recall key parts of a story.   Y1   * Retell stories and narratives using their own words and those that they have recently been taught. * Know a greater number of stories. * Anticipate what may happen in a story. | Book, story, incy wincy (words)  Once upon a time, next  One day, night | * Focus stories – Peace at last * Focus rhymes – Incey Wincey * Role-play; books * Small world * A weekly story at forest school * Helicopter stories (once a week) * Small group story focus weekly * Rainbow readers in R and Y1 |

**Word Reading**

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| Children will know . . . | Children will say . . . | How we will deliver this . . . |
| Rising Threes   * Shows an interest in books with print.   N   * To begin to know that print gives meaning.   R   * To hear and identify initial sounds in words. * To orally blend a CVC word. * To read words using the GPCs taught (single letters).   Y1   * To read words and sentences using the GPCs taught (including at least ten digraphs) |  | * Phase 1 teaching in N * Jolly Phonics scheme, discrete teaching daily * Independent readers * Home reading focus - seesaw * Reading application at forest school * Rainbow reading in Y1/ decodable book |

**Writing**

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| Children will know . . . | Children will say . . . | How we will deliver this . . . |
| Rising Threes   * Link their movement to making marks.   N   * That they can create marks using a variety of media.   R   * They can write their name. * They can form the single letters they have been taught. * They begin to write CVC words using the GPCs taught.   Y1   * They can write phonetically decodable sentences using the GPCS taught, including ten digraphs. |  | * Jolly Phonic scheme; discrete teaching daily * Forest School diary in Writing journal (R) * English lessons (Y1) * An adult allocated task in open door each week * Writing resource area in all classrooms and outdoors |

**Mathematics**

**Number**

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| Children will know . . . | Children will say . . . | How we will deliver this . . . |
| Rising Threes   * Hear language relating to amounts ‘lots’, ‘more’, ‘same’. * Hear modelled counting.   N   * When there are lots or not lots of objects. * To say some number names in order forwards and backwards. * To know a number can represent a quantity. * To copy a pattern of actions.   R   * Numbers and place value to 5. * Comparing groups. * Addition and subtraction – one more, one less.   Y1   * Numbers and place value to 10. * Addition – number bonds to ten. | Lots, one, not lots, how many, more.  One, two, three, four, five, most, few, one more, one less, forwards, backwards.  Add, equation, equals. | * Number songs and rhyme (1 x focus a week, at least) * Discrete teaching in Numbers and Patterns (White Rose * An adult allocated to outdoor maths each week. * Number resource area in all classrooms and outdoors |

**Numerical patterns**

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| Children will know . . . | Children will say . . . | How we will deliver this . . . |
| Rising Threes   * Build with a range of resources. * Notice some features of objects.   N   * To copy a repeated pattern of actions.   R   * Continue a repeated pattern using a range of media.   Y1   * Create a pattern and increasingly complex core. * Creating a 4 characteristic pattern. | Clap, pat, stamp, then, next.  Repeat, again.  Double, characteristic, core, same, different. | * Art work-printing, cross-curricular. * Songs – Hokey Cokey, Clap your Hands and Stamp your feet. |

**Understanding the World**

**People and Communities**

**What makes a home a home?**

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| Children will know . . . | Children will say . . . | How we will deliver this . . . |
| Rising Threes   * Know their main caregivers. * Know their key worker. * Recognise family members and their home.   N   * People in their family and people who are not. * The names of some of their care givers, teachers and a significant friends name. * They have a place they live in. * The names of two rooms in the nursery. * 4 Basic parts of the outside of a house * 3 room names in a house   R   * Most of the children’s names and all the teachers who support them in their class. * That they are part of at least two communities; home and school. * Some of the features of their home. * That homes can have similarities and differences. * Conceptual knowledge of shelter and warmth. * 3 different types of homes   Y1 Geography, RE, PSHE   * They belong to a class and that it is apart of a wider School community. * Other people have feelings and how to work well within a school community. * Land use around the school. | Mummy, daddy, nanny, Miss Reese, a child’s name, house, windows, roof, door, two rooms for example, bedroom, kitchen, wall, roof, bathroom, bedroom, bed, oven, fridge, washing machine.  Different types of home for example a flat, bungalow.  Kitchen and associated features such as fridge, oven, sink.  Bathroom – toilet, sink.  Bedroom – bed, wardrobe.  Caravan, flat, same, different  Fish and chip shop, job, road, church, community centre, forest, path, bridge, traffic, office staff, headteacher, senior leaders, caretaker, responsibility, roles, allotment, playground. | * Books: Peace at last, Not Now Bernard. * Nursery Rhymes and Songs: Wind the bobbin up, Going to build a house, Head, shoulders, knees and toes. * Small world houses and homes. * A nurturing home corner, which reflects some of the items in their homes. * Home challenge – to bring in a photograph of their family in their home. * See sequence of lessons for Autumn 1. |

**The Natural World – Does everything change in Autumn?**

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| Children will know . . . | Children will say . . . | How we will deliver this . . . |
| Rising Threes   * Enjoy exploring natural objects with all of their senses.   N   * Where leaves come from. * Notice what is happening to leaves in Autumn. * The 4 basic features of a face.   R   * Describe the changes that are happening in Autumn. * More detailed features of their face.   Y1   * The difference between deciduous and evergreen trees. * To name the 5 human senses. | Leaf, grass, tree, weather, rain, wind, falling, snow.  Nose, mouth, ears, eyes.  Autumn, tree, twigs, logs, changing.  Eyebrows, eyelashes, cheek, chin.  Branch, trunk, deciduous, evergreen, dying, oak tree, acorn, pine-cone, fog, ice, frost, mist, sleet, hail, seasons, storm, thunder, lightening.  Look, touch, feel, smell, taste. | * Forest School Sessions. * Art opportunities – collecting leaves, drawing leaves, mixing and exploring colour. * Art Project – Faces. * Books – information * Videos * Walk around local area |

**The Natural World - Our Bodies**

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| Children will know . . . | Children will say . . . | How we will deliver this . . . |
| Rising Threes   * Point to features of their face and repeat these words. * Enjoy songs and rhymes about their body parts. * Show an interest in babies and younger children.   N   * Name the 4 basic features of a face. * 4 parts of the human body. * The lifecycle of a human; baby, child, grown up   R   * Described detailed features of their face. * More parts of the human body. * The lifecycle of a human in four parts; growing in mother, baby, child, adult.   Y1   * The difference between deciduous and evergreen trees. * Body parts - identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense * To name the 5 human senses. | Nose, mouth, ears, eyes.  Head, body, arms, legs.  Eyebrows, eyelashes, cheek, chin.  Shoulders, chest, hips, thighs.  Branch, trunk, deciduous, evergreen, dying, oak tree, acorn, pine-cone, fog, ice, frost, mist, sleet, hail, seasons, storm, thunder, lightening.  Look, touch, feel, smell, taste. | * Information books * Songs and poems about bodies; Head, shoulders, knees and toes * Doctors surgery role-play * Human body resources; jigsaws, puzzles, posters, models |

**Past and Present**

**Enquiry Question: Were we always this way?**

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| Children will know . . . | Children will say . . . | How we will deliver this . . . |
| Rising Threes   * Show an interest and care for younger children and babies. * Recognise themselves in photographs from the recent past.   N   * What babies are and what they need. * That they were a baby.   R   * The difference between a baby and a child. * That babies grow into children.   Y1   * How to sequence the lifecycle of a human. | Long ago, now, baby, cot, bottle.  Then, old, today, when  In the past, present, already happened, remember, different, before, earlier, older, foetus, toddler, adolescent, OAP. | * See Past and Present sequence of lessons. * Real life experience – have a baby visit the setting. *Primary evidence and some historical interpretation.* * Book – Information book; Now and then. My History. *Primary evidence.* * Talking bags – baby objects/ sorting baby and child objects and comparing them. *Primary evidence.* * Babies and themed resources in the home corner. * Children to bring in photographs of them as babies/ artefacts such as baby clothing/ toys. *Primary evidence.* * To mark-make what I have learnt – a baby in a cot with a nappy on etc. To talk about reasons for wearing a nappy etc. * Create representations of me in the past and me now (the chronology of my life.) * To test and make baby food. |

**People and Communities**

**Enquiry Question: What are the occasions people celebrate and why?**

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| Children will know . . . | Children will say . . . | How we will deliver this . . . |
| Rising Threes   * To show an interest in religious stories. * Name a religious character such as Jesus * Use simple phrases and sentences to recall a recent event/ celebration in their life. * Show enjoyment in celebrations at school.   N   * To recall some parts of a religious story. * To talk about ways they celebrate with their family, with reference to a photograph. * To join in with celebrations in school (where appropriate)   R   * To know the main parts in at least two religious stories related to Christianity and Hinduism. * To talk about religious artefacts they can see. * To recognise that different people celebrate in different ways.   Y   * To make simple comparisons between two religious stories. * To retell the Nativity story in detail. | Christmas, Jesus, Angel, Three Kings, party  Joseph, Mary, Son of God, Shepherds, King Herod, hallelujah  Christian, Bible, celebrate | * Small world play * Story books * Videos * Powerpoints – layering knowledge * Information books * Craft activities * Talk bag of objects * Home challenge – showing things they celebrate at home. |

**Computing**

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| Children will know . . . | Children will say . . . | How we will deliver this . . . |
| Rising Threes   * To show interest in toys that give a response. * To explore toys with buttons. * To imitate use of everyday technology during role-play.   N   * To use technology appropriately in play; press buttons, turn on and off, talk into a telephone. * I can recognise some everyday examples of technology and know their uses. * I know if a computer/ robot is on or off. * I know I can press buttons to make something happen. * Grown-ups must know when I am using a computer or tablet in order to keep me safe. * I can make marks using digital drawing technology.   R   * I know that technology must be used safely. * I know that a grown-up must know if I am using technology. * I know I can communicate using technology. * I can select tools in order to create a picture using drawing technology.   Y1   * I can explain what personal information is. * I can explain what information should not be shared online. * I can identify who are the adults I can trust. * I can identify and follow the rules of using technology at home and at school. | N computer, tablet, phone, game, on, off, safe, button  R robot, press, grown-up/ adult, tools, instruction  Personal, information, share, online, password, safety. | * Project evolve * Technology across areas; telephone, toys with buttons/ switches, torches, lights, lightboxes * IWB |

**Expressive Arts and Design**

**Creating with Materials**

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| Children will know . . . | Children will say . . . | How we will deliver this . . . |
| Rising Threes   * To construct using a range of materials. * To build towers. * To use senses to explore a variety of textures. * Begin to understand that objects can be joined; such as train track. * Tear paper with my hands. * Have an increasing knowledge that tools can be used for a purpose; explore cutters and rolling pins, not always able to use them accurately. * Squeeze dough in my hands.   N   * Know that artwork isn’t always flat; To build with a variety of objects including shapes * Describe the texture of materials in simplistic terms * Place objects to create artwork. Begin to do this purposefully. * Know the name of an artist. * I can use two methods of joining materials such as glue and tape. I use these techniques with increasing accuracy. * I can use spring scissors to cut strips off from paper. * I can snip with regular scissors. I begin to cut food with a knife. * I begin to create models with a purpose. I can talk about my design choices. * I can do a simple fold using regular paper. * I can use a rolling pin to roll out play dough for a purpose such as cutting out a flat shape. * I can roll a sausage by pushing my hands forwards and backwards, on the table. * I can roll a sausage in the palms of my hands.   R   * Use marks to create representations. * Use lines and a variety of shapes to draw a detailed portrait. * Know the name of two artists. * I select a method based on the purpose/ properties of materials. * I use tools to cut and shape foods with increasing independence.   Y1   * Name the primary colours * Explore mixing of colours to identify secondary colours. * Find collections of colours * Applying colour with a range of tools * Make as many tints of one colour as possible (adding white) * Use colour to express feelings | Hard, soft, build, tall, up, put, Andy Goldsworthy, down, side, fix, tape, I have, fold, push, squeeze, roll, cut, chop, knife  Draw, pencil, pen, crayon, paper, line, curve, Paul Klee, Chuck Close, shapes-round, square  Paint, primary colour, mix, 2D, sketchbook, tints, colour names. | * Paul Klee/ portraits focus in the art studio * Clay faces * Clay bodies * Malleable provision with enhancements; skeletons * Autumn; natural objects at forest school – collage * Construction * Mark-making resources * Junk modelling area |

**Being Imaginative**

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| Children will know . . . | Children will say . . . | How we will deliver this . . . |
| Rising Threes   * Respond to music through look, touch and words. * Engage in role play drawing of their real-life experiences.   N   * Respond to an adult singing songs. * Begin to use pretend objects as real ones (symbolic play).   R   * Join in with most of the words in a song they know. * How to be able to take on a simple role such as a mother in the home corner. * Begin to use objects to represent something else.   Y1   * Sing a range of songs and nursery rhymes. * To add a narrative to their own role-play. | The repeated words in stories and songs. | Helicopter stories  Outdoor stage and theatre  Indoor music area  CD player  Small world area  Drawing club; story focus  Nursery rhyme time  Charanga (R)  Parachute games |