

<p style="text-align: center;"><b>Aycliffe Primary School</b> <b>Early Years Foundation Stage Curriculum</b></p>						
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.						
<b>Adult chosen topic.</b> These are supplemented with pupil chosen topics.	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>EYFS Area of Learning</b>	<b>Me and My World</b>	<b>Autumn + Festivals</b>	<b>Animals around the world</b>	<b>Growing</b>	<b>Mini- beasts</b>	<b>Transport and Journeys</b>
<b>Communication and Language</b>	<p><b>Listening and Attention:</b> Children will be regularly reminded how to listen and respond appropriately. Maintain attention, concentrate, and sit quietly during an activity, can listen, and complete an activity whilst listening. Listen to a variety of stories rhymes and songs, accurately anticipating key events and responds to what they hear with relevant comments, questions, or actions. Listens attentively in a range of situations. The SENCo uses Attention Autism for those children requiring this additional provision.</p> <p><b>Speaking:</b> Daily opportunities to participate and actively listen to each other in conversation. Continuous exposure to a language rich environment allowing children to introduce storylines and narratives into their play, extend their vocabulary by exploring the meaning of new words. To be able to use past and present and future tense accurately when talking about events. To develop their own stories and explanations by connecting ideas or events. Our HLTA who works in the SEND team specialises in Speech and Language and works successfully with small groups of children using the provision Nuffield Early Language Intervention. Forest School also plays an important role in the development of speech, e.g. children who are reluctant talkers will gain confidence speaking in Forest School, which then transfers to the classroom.</p> <p><b>Understanding:</b> Responds to instructions, listens, and responds to ideas expressed by others. Able to follow a story without pictures or props, understands humour e.g., nonsense rhymes, jokes, can follow instructions involving several steps and answer how and why questions about their experiences in response to stories or events. Nuffield Early Language Intervention and Attention Autism also promote these areas.</p>					
<b>Physical Development</b>  <b>Weekly PE lesson using Complete PE Scheme.</b>	<p>Children participate daily in a variety of physical activities to increase stamina for exercise, including dancing, stretching, walking, balancing and the teaching of ball skills. Daily “Go Noodle” promotes exercise, as well as Mindfulness Techniques.</p> <p>Pupils have opportunities to develop gross motor skills on the playground. A breakout area is provided for SEN pupils with significant sensory needs. The purpose is to provide a calm outdoor area but many of the activities that they chose to engage in also enhances physical development. Children take part in weekly PE lessons.</p> <p>Regular use of both large and small apparatus to allow children to develop core strength, muscles and move with control and coordination. Children will understand how to keep themselves healthy through exercise healthy eating and personal hygiene. See Forest School planning for additional provision in this area.</p>					
	<b>Locomotion Walking:</b> Explore, develop walking, in different pathways, sustain walking, marching, applying walking into a game. <b>Locomotion Jumping:</b> Explore, develop jumping, apply into a game, for distance, high, hopping.	<b>Moving:</b> Explore moving and making shapes with the body, directions, big, small, and making shapes, moving in pairs, creating shapes in pairs. <b>Nursery Rhymes:</b> Moving in sequence, creating own movements, sequences, responding to words and music, exploring	<b>Ball Skills Hands 1:</b> Explore pushing, rolling, bouncing, bouncing into space, combine pushing and rolling, combine pushing, rolling, and bouncing. <b>Ball Skills Feet 1</b> Explore moving ball	<b>Ball Skills Hands 2:</b> Explore throwing overarm, underarm, rolling, stopping a ball, catching. <b>High, Over, Under, Over:</b> Introduction to high, low, over and under, apparatus, high and low on apparatus	<b>Ourselves:</b> Moving in sequence, responding in movement to words and music, moving with props and contrasting tempos, creating own movements, exploring opposites.	<b>Dinosaurs:</b> Moving with control, adding movements together, responding to rhythm in character, adding expression to our characters (dinosaur) movements, performing with a partner, exploring relationships.

		contrasting tempos, character movements.	with feet, dribbling, against opponent.			
<b>Personal, Social and Emotional Development</b>	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.					
<b>Weekly lessons using Jigsaw Scheme of work as starting point</b>	<b>Being me in my world:</b> Self-identity, feelings, rights, and responsibilities, being kind and working together.	<b>Celebrating Differences:</b> Identifying talents, families, being special, making friends, standing up for yourself.	<b>Dreams and Goals:</b> Goals, challenges, perseverance, resilience.	<b>Healthy Me:</b> Exercising bodies, physical activity, personal hygiene, Healthy eating, staying safe.	<b>Relationships:</b> Family life, Friendships, Falling out, Anti- bullying, Respect for self.	<b>Changing Me:</b> Respecting my body, Growing Up, Growth and change, Fun and Fears.

<b>Maths</b>	Children will have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Verbally count beyond 20, recognising the pattern of the counting system. Be able to compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. They will use everyday language to talk about size, weight, capacity, position, distance, time, and money to compare quantities. Create and describe patterns. Explore characteristics of everyday objects and shapes and use mathematical language to describe them. Use money with increasing confidence. Pupils work in small groups with adults targeting key content from our agreed curriculum. Maths Learning opportunities are threaded through nearly all aspects of continuous provision. See Forest School planning for additional provision in this area.					
<b>Essentials Maths for EYFs. Continuous provision in most indoor and</b>						

outdoor areas of learning.	<ul style="list-style-type: none"><li>Recognise, count, and order numbers to 5 and beyond.1 more 1 less.</li><li>Subitising – notice when patterns are the same or different, make the same values, identify more or less.</li><li>Counting Skills- Counting reliably using names in order with 1-1 correspondence.</li><li>Say which number is 1 more or 1 less than a given number.</li><li>Ordering and recognising numbers</li><li>Comparison – Measures. Talk about size weight and position.</li><li>Pattern recognition, comparison, and identification</li><li>Classification – use language to describe everyday shapes and use mathematical language to describe them.</li><li>Counting to compare numbers.</li><li>Count on or back to find answer.</li></ul>	<ul style="list-style-type: none"><li>Spatial Thinking - Develop spatial thinking and language linked to position, direction in movements and symbols □ Magnitude – Ordering and Estimating □ Count reliably with numbers 1-20.</li><li>Know the position of numbers to 10 and their relationship to other numbers.</li><li>Say which number is 1 more /1 less.</li><li>Regrouping parts to find total number.</li><li>Finding whole and missing parts.</li><li>Automatic recall of numbers to 5 and know some number bonds to 10.</li><li>Use quantities to add and subtract two single digit numbers.</li><li>Begin to count confidently beyond 10, recognising patterns in the number system.</li></ul>	<ul style="list-style-type: none"><li>Solve simple mathematical problems.</li><li>Doubling, halving, and sharing</li><li>Begin understanding odd and even numbers.</li><li>Begin to secure understanding of equal and unequal groups.</li><li>Recognise when a share is fair. Consolidation of learning.</li><li>Count reliably with numbers 1-20, place them in order and say which number is one more or one less.</li><li>Solve simple mathematical problems.</li><li>Ten and some more- counting beyond 20 .</li><li>Understand patterns in consecutive numbers.</li><li>Understand groups of ten</li></ul>
Literacy – Key Texts	Children will have access to Nursery Rhymes / Traditional Songs /Stories /Fiction /Non-Fiction Texts as agreed with English Leader.		
	Harry and the Dinosaurs go to school. Funny Bones All are Welcome. Pirates have Underpants When Will it be Spring Stick Man Divali Information book All kinds of people Three Little Pigs  Percy Park Keeper – After the Storm Owl Babies Owl who was Afraid of the Dark The Jolly Postman Nativity and Christmas Stories (various)  Dingle dangle scarecrow Autumn Leaves Rhyme I’m painting a picture of me. He’s got the whole world in his hands. Christmas carols, songs and rhymes.	Handa’s Surprise Chinese New Year story Billy Goats Gruff Farm animals Rumble in the Jungle Walking through the Jungle Polar bear fact book Signs of Winter Jasper’s Beanstalk Jack and the Beanstalk Enormous Turnip A Seed in Need Tiny Seed The Bad Seed Supertato. Ugly Duckling Farmer Duck Fly Freddy Fly Mary, Mary, quite contrary The wise man built his house upon the rock.	What the Lady Bird Heard The Bad Tempered Ladybird Super- worm Minibeast: Ladybird first fabulous facts’ What the Ladybird Heard Life Cycle of Butterfly (factual) Factual books on the life of mini beasts  Wheels, wings, and other things Mr Gumpy’s Outing Mrs Armitage on Wheels The Magic Train Ride The Gingerbread Man  Wheels on the bus Row, row, row your boat. The Big ship Sails. God save the King.

<b>Writing</b>	<p>Children will enhance early writing skills with fine motor activities daily to develop their muscles for writing. Children will participate in a writing activity every day.</p> <p>Children learn to write own name and form recognisable letters. To hold a pencil effectively for fluent writing using an appropriate grip. Children will identify letters of the alphabet and use their phonics knowledge to write simple words, captions moving towards structuring a simple sentence. Children will be provided with continuous opportunities for incidental writing in all areas.</p>		
	<ul style="list-style-type: none"> <li>Beginning to form lower-case and capital letters correctly in line with phonics teaching.</li> <li>Being more confident in writing identifiable shapes and letters.</li> <li>Segmenting and blending the sounds in simple words and naming sounds.</li> <li>Spelling words by identifying the sounds and then writing the sound with letter/s.</li> <li>Talking about sentences and starting to write short sentences.</li> <li>Starting to use full stops and capital letters in the correct places.</li> </ul>	<ul style="list-style-type: none"> <li>Using their phonic knowledge to write words in ways which match their spoken sounds.</li> <li>Writing some irregular common words.</li> <li>Writing simple sentences which can be read by themselves and sometimes by others.</li> <li>Spelling small, familiar words correctly and making phonetically plausible attempts at more complex words.</li> <li>Re-reading what they written to make sure it makes sense.</li> </ul>	<ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>
<b>Phonics and Reading</b>	<p>At Aycliffe Drive we use the Floppy Phonics scheme in the Foundation Stage, we introduce “tricky words.” Our reading scheme is the Oxford Reading Scheme which follows the same order of words and sounds as taught in class. Children will respond appropriately to questions about texts they have heard or read with relevant comments. Children will be regularly introduced to new vocabulary through individual, whole class and small group conversations. Children will be exposed to and share a variety of texts including nursery rhymes, poems, traditional stories, fiction, and non-fiction texts. Children will extend their vocabulary and understanding of new words through speaking and listening activities, new vocabulary from stories of any text and topic words. Children will be able to identity and continue a rhyming string. Children will use phonics knowledge to identify letters of the alphabet, initial sounds moving towards digraphs and trigraphs in words. Children are taught to segment, blend and hear sounds in words. Children will learn to read, recognise and spell frequently used common exception words by sight. Children will be able to read simple CVC words, captions and sentences in texts and their environment. Children read daily in school and are expected to read their book at home and have their reading diary completed once they have been heard read. Children will read in class three times per week with an adult. There is an engaging book corner in the classroom where children can enjoy books and reading opportunities are threaded throughout the areas of continuous provision. Some pupils are daily readers. Children will read decodable text every day in some form. See Forest School planning for additional provision in this area.</p>		

	<ul style="list-style-type: none"> <li>• Joining in with rhymes and stories;</li> <li>• Joining in with the rhythm of well-known rhymes and songs;</li> <li>• Recognising their own name;</li> <li>• Identifying sounds in words, in particular, initial sounds;</li> <li>• Segmenting and blending simple words demonstrating knowledge of sounds (with support);</li> <li>• Linking sounds to letters in the alphabet.</li> <li>• Holding a book, turn the pages and indicating an understanding of pictures and print;</li> <li>• Telling a story to friends.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading individual letters by saying the sounds for them;</li> <li>• Reading simple words and simple sentences;</li> <li>• Identifying rhymes;</li> <li>• Blending sounds into words, e.g. s-a-t, so that they can read short words made up of known letter–sound correspondences;</li> <li>• Reading some letter groups that each represent one sound and say sounds for them;</li> <li>• Reading a few common exception words matched to the school’s phonic programme;</li> <li>• Reading simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> <li>• Talking about events and characters in books;</li> <li>• Making suggestions about what might happen next in a story;</li> <li>• Reading simple words and simple sentences;</li> <li>• Talking about their favourite book;</li> <li>• Using vocabulary and events from stories in their play; e.g. role play outside (stage), tuff spots, puppets in book corner, construction area (building the 3 pigs houses)</li> <li>• Re-reading books to build up their confidence, their fluency and their understanding and enjoyment in word reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>• Read words consistent with their phonic knowledge by sound-blending;</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; work with talk partners, retelling parts of their favourite stories</li> <li>• Anticipate – where appropriate – key events in stories;</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poems and during role play.</li> </ul>
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<b>Understanding the World</b>  <b>Past And Present</b>	<p>Children will be able to talk about the lives of the people around them and their roles in society. They will know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. Children will be able to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –when appropriate –maps. The will explore the natural world around them, making observations and drawing pictures of animals and plants. They will know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. They will begin to understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
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People and Communities  The Natural World   History Geography Science	<b>MY WORLD</b>  Seasonal changes/ Autumn Forest School, rhymes and Forest School displays Knowledge of local area and places in school.  Significant people in the community and their lives. ( Past And Present ) e.g. Sir Astley Cooper, firefighters, police, doctors,  Human body Senses: e.g. touchy feely box, music, tasting and smelly boxes  <b>FESTIVALS + CELEBRATIONS</b>  Diwali: making diva pots, looking at traditional dress, food and customs –invite parents/members of the community in  Bonfire Night Hannukah  Light And Dark: Shadow boxes, nocturnal animals, sun and moon, link to Bonfire night and St Lucia (Sweden), Christmas fire in Forest School  Remembrance Day: making poppies, CBeebies short films, sharing stories from older relatives  Christmas  Cultural differences/traditions in our community. Whole day celebration of different cultures, children can wear traditional costumes, parents invited to share aspects of their culture such as music, dance, dress, food		<b>ANIMALS AROUND THE WORLD</b>  Role Play –arctic, polar bears, rainforest or jungle  Knowledge of different countries. Use maps and globes to locate familiar countries, Google Earth  Understand climates /Pollution /Climate Change Create small world greenhouse, investigate temperature changes, condensation –talk about ways to protect the world from the greenhouse effect-recycling, saving energy, transport Understands processes – seasons and changes of matter, freezing and melting ice Living things and how to care for them –pets and plants  <b>GROWING</b>  Naming some parts of plants, flowers. Understands what plants need to grow (links with Forest School, gardens and pond) Growing beans  Developing understanding of growth and decay. Growing beans, observing fruit decay, compost, leaf litter  Traditional Tales (see Book list)  Habitats (links with Forest School) build small habitats/ nests for toys –look at different habitats, including our school pond, under logs,		<b>MINI_ BEASTS</b>  Living Creatures and habitats (links to Forest School) Life Cycles: Butterflies and Frogs (in our pond)  Recounting Trip e.g. to the library, to the park, on the bus, to the shops  <b>TRANSPORT AND JOURNEYS</b>  Vehicles Simple Maps pirate maps, treasure maps, Land /Sea and Air – link to holidays, travel- steam trains, cruise ships Old and new vehicles Jigsaw – Changes – (Past and Present) Local environments and familiar places.						
	RE  Children will know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. As a school we celebrate diversity of religions on Cultural Days.										
Theme: Special People Key Question: What makes people special? Religions: Christianity, Judaism		Theme: Christmas Key Question: What is Christmas? Religion: Christianity Christianity concept: Incarnation		Theme: Celebrations Key Question: How do people celebrate? Religions: Hinduism		Theme: Easter Key question: What is Easter? Religion: Christianity Christian concept: Salvation		Theme: Story Time Key Question: What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism		Theme: Special places Key Question: What makes places special? Religions: Christianity, Islam, Judaism	

Expressive Art and Design Creating with Materials  Art +D&T	Children will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used and make use of props and materials when role playing characters in narratives and stories. Each year the whole school celebrate either “Take One Picture “or “Take One Artist” during the autumn term. Many skills are covered through this activity.					
	<b>Wassily Kandinsky – dot art</b> Book to accompany this topic: The Dot by Peter Reynolds  Medium used : Poster paint, Colour mixing, pastels  Safely explore a range of materials experimenting with colour design, form and function	<b>Andy Goldworthy Art – Natural materials Collage</b> Some of this work carried out in Forest School. Medium: Weaving, pebble art, pictures from natural objects e.g. leaves, sticks Paint pebbles.  Safely explore a range of materials experimenting with colour, design, form and function	<b>Howard Butler – Northern Light</b> Medium: sketches Chalks Pastels  Safely explore a range of materials experimenting with colour, design, form and function	<b>Van Gogh – Sunflowers</b> Book to accompany topic: Camille and the Sunflower by Laurence Anholt) Medium: Painting, tissue paper, Thick and Thin paint brushes  Safely explore a range of materials experimenting with colour, design, form and function	<b>Matisse – Snail Collage</b> Book to accompany this topic: Matisse magical trail by Sam Boughton) Medium: collage materials tissue  Safely explore a range of materials experimenting with colour, design, form and function	<b>Range of artists who used recycled materials to create art e.g. Robert Bradford, Steven Rodrig, Guerra de la Paz</b> Mediums: Junk Modelling combining materials to make vehicles  Safely explore a range of materials experimenting with colour, design, form and function
Music/Drama Being imaginative and Expressive	Children will sing a range of well-known nursery rhymes and songs with their peers and teachers. Continuous opportunities in role play, small world and outdoor areas to allow children to develop storylines, narratives and explore vocabulary in their play. Children will attend singing assemblies and learn traditional songs in line with KS1 as well as daily opportunities to explore instruments, sounds, music and movement.					
	<b>Harvest</b> Farmer comes to scatter the seed. Cauliflowers Fluffy	<b>Christmas Nativity Performance</b> Christmas songs Christmas poems e.g. Christmas Pudding, When Mummy tucked me into bed,	Reciting Spring poems Spring songs I wish I’d looked after my teeth	Ugly Bug song and poetry about mini beast		Dinosaurs Movement Dance see PE
Enrichment opportunities	Forest School, Welly walk to the park Looking for puddles Secret Reader	Travelling Theatre Imagica Forest School Secret Reader	Safer Internet Hazzard Alley Secret Reader	Spring Walk Secret Reader	School Trip to the Library Mead Farm, Zoo Secret Reader	Wheels day, Sports Day, Fire Engine visit. Secret Reader

Computing	To use an I pad to take a photo To make toys move or the sound or picture image on toys work by pressing switches, buttons, touching the screen To use a simple programme that is put on an interactive white board by an adult.	To use technology in everyday life e.g. operating simple equipment remote control, I pad, touch screen device, game console. To know that information can be received from digital devices and the internet. E Safety Use technology safely and respectfully. Understand the need to stay safe on line when using technology	To open and complete a simple programme on the interactive whiteboard, I pad. To understand the need to stay safe on line and when using technology.	To open and complete a simple programme on the interactive whiteboard, I pad. To understand the need to stay safe on line and when using technology.	To have an understanding of how to choose and use key words to retrieve information, photos online, dictating and / or typing To be able to navigate the interactive board by using key icons such as the home key and familiar app icons	To be able to open a notepad, draw a picture and save it. To begin to use a qwerty keyboard to find letters E Safety Use technology safely and respectfully. Understand the need to stay safe on line when using technology
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