

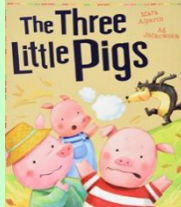
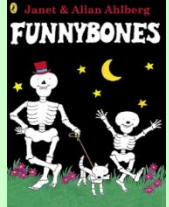
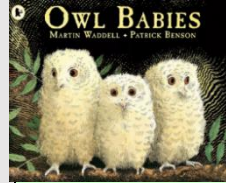
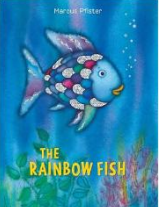
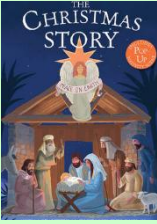
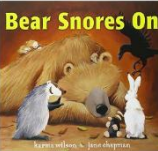
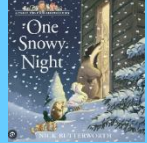
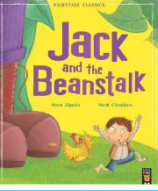
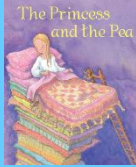
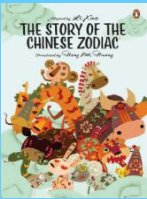
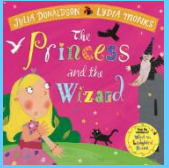
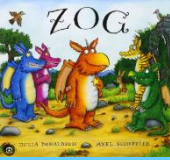
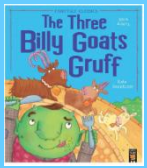
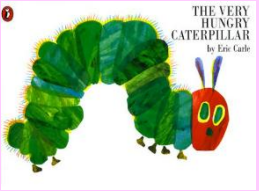
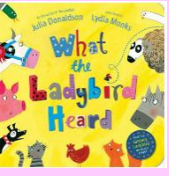
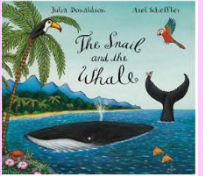
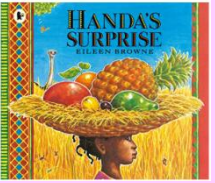
St Leonard's Primary School

Early Years Foundation Stage Curriculum



Spring Term

Long Term Plan			
	Autumn Our World and Us	Spring Let's Imagine	Summer The Great Outdoors
Nursery	• All about me • My family • My home • My school • Self-care • Autumn • Harvest – foods • Remembrance Day • Bonfire Night • Christmas	• Winter & Spring • Chinese New Year • Hot and cold places • Traditional Tales • Kings and Queens • Dinosaurs • Pirates • Easter	• Planting and growing • People who help us • Farm animals • New life • Safari animals • Minibeasts • Graduation and transition to school • Summer
Reception	• Individual me • My friends • Different house types • My school • My body • Autumn • Nocturnal animals • Animals and their habitats • Diwali • Harvest – farming / charity • The Gunpowder Plot • Remembrance Day • Christmas	• Winter & Spring • Hibernation and migration • The Antarctic • Chinese New Year • Traditional Tales • Kings and Queens • Dinosaurs • Pirates • Easter	• Growing plants • People who help us • The farm – food and farm machinery • Life cycles • Safari • The jungle • Minibeasts • Summer

Long Term Plan			
	Autumn Our World and Us	Spring Let's Imagine	Summer The Great Outdoors
	      	            	      

EYFS Characteristics of Effective Learning

Playing and Exploring Children will:	• Realise that their actions have an effect on the world, so they want to keep repeating them. • Plan and think ahead about how they will explore or play with objects. • Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: "Where does that one go? – I need to find the big horse next." • Make independent choices. • Respond to new experiences that you bring to their attention. • Bring their own interests and fascinations into early years settings. This helps them to develop their learning.
Active Learning Children will:	• Participate in routines. • Begin to predict sequences because they know routines. • Show goal-directed behaviour. • Begin to correct their mistakes themselves. • Keep on trying when things are difficult.
Creating and Thinking Critically Children will:	• Take part in simple pretend play. • Sort materials. • Review their progress as they try to achieve a goal. Check how well they are doing. • Solve real problems • Use pretend play to think beyond the 'here and now' and to understand another perspective. • Know more, so feel confident about coming up with their own ideas. • Make more links between those ideas. • Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.

Spring

Personal, Social and Emotional Development

	Nursery		Reception	ELG
Self-Regulation	0-3 Years - To seek comfort from key person. - Beginning to wait for their turn.	3 & 4 Years - Begin to find compromises with peers. - Develop appropriate ways of being assertive. - Begin to talk about how they feel. - Beginning to wait for their turn. - Begins to calm themselves and regulate their own emotions. - Can follow specific instructions given by the teacher.	- Express their feelings and consider the feelings of others. - Identify and moderate their own feelings socially and emotionally. - Show resilience and perseverance in the face of challenge. - Begins to follow instructions involving several ideas or actions. - Begins to give focused attention to what the teacher says and can respond appropriately.	- 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.
Managing Self	- Expresses preferences and makes decisions. - Leaves main carer happily. - Begin to talk about how they feel. - Confident to access the provision independently.	- Become more outgoing with unfamiliar people within the setting. - Develop their sense of responsibility and membership of a community. E.g. can they go and get their own milk and tidy after snack? - Select and use activities and	- See themselves as a valuable individual. - Shows resilience and perseverance in the face of challenge. - Can discuss the class rules and reasons why we have them. - Can follow the class rules and generally behaves accordingly. - Can manage own basic needs without support.	- 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

		resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. - Increasingly follow rules, understanding why they are important. - Helps to tidy up at tidy up times.		the importance of healthy food choices.
Building Relationships	- To be confident to express their wants and needs to key person. - Begin to build relationships with other children. - Ask questions about other people. - Confident to play alongside peers.	- Play with one or more other children. - Understand gradually how others might be feeling. - Has established respectful relationships with the adults in their class. - Show respect towards others	- Build constructive and respectful relationships. - Play cooperatively with others taking account of their ideas. - Can share and take turns without support. - Listens to adults and peers.	- 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.



Spring

Communication and Language

	Nursery		Reception	ELG
Listening, Attention and Understanding	0-3 Years - Generally, focus on an activity of their own choice and find it difficult to be directed by an adult. - Listen to other people's talk with interest, but can easily be distracted by other things. - Listen to simple stories and understand what is happening, with the help of the pictures.	3 & 4 Years - Know many rhymes. - Understand 'why' questions like 'why do you think the caterpillar got so fat?' - Listens to a range of stories and begins to answer questions related to what they have seen or heard. - Begins to listen during whole class discussions and is beginning to answer questions related to the subject.	- Listen to and talk about stories to build familiarity and understanding - Ask questions to find out more and to check they understand what has been said to them. - Listens during topic input sessions and begins to give own thoughts and opinions. - Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. - Learn rhymes, poems and songs. - Engage in non-fiction books.	- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. - Make comments about what they have heard and ask questions to clarify their understanding. - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
	- Can become frustrated when they can't make themselves understood. - Start to say how they are feeling,	Be able to talk about familiar books.	Use new vocabulary in different contexts throughout the day.	Participate in small group, class and one-to-one discussions,

	using words as well as actions. • Start to develop conversation, often jumping from topic to topic. • Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. • Use the speech sounds p, b, m, w. • Usually still struggling to pronounce: • l/r/w/y • f/th • s/sh/ch/dz/j • multi-syllabic words such as 'banana' and 'computer'. • Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'. • Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. • Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').	• Uses sentences of up to 6 words. • Have a conversation with adults or friends taking many turns. • Use talk to organise themselves. E.g. "you sit there"	• Begins to participate in small groups discussions. • Begins to participate in whole class discussions. • Begins to offer own explanations. • Begin to offer own thoughts and feelings using full sentences. • Can ask for help. • Can communicate own needs confidently.	offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
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Spring

Physical Development

	Nursery		Reception	ELG
Gross Motor	0-3 Years	3 & 4 Years		
	• Enjoy moving when outdoors and inside. • Eat finger foods and develop likes and dislikes. • Try a wide range of foods with different tastes and textures. • Climb unaided and move through age appropriate apparatus. • Begin to kick, throw and catch a large ball. • Build with large construction e.g. stacking bricks. • Walk, run, jump and climb and start to use the stairs independently. • Sit on and use a push along wheeled toy. • To pedal a tricycle. • To sit comfortably on a chair. • To know when they need to use the toilet.	• To be able to kick, throw and catch a large ball with two hands. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Can handle tools and equipment safely. • Can work with others to move large items. • Can climb on and off equipment confidently and safely.	• Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport. • To be able to spin, rock, tilt, fall, slide and bounce. • Combine different movements with ease and fluency. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.	• Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

			Develop confidence, competence, precision and accuracy when engaging in activities that involves a ball.	
Fine Motor	- To be able to tear paper. - To make marks. - To print on paper. - To develop grasp by exploring and holding a range of materials. - To begin to help with, carrying and pouring drinks. - To remove shoes and socks and put them back on. - To remove own coat and put it back on. - To develop good eating habits and behaviours.	- Can hold one handed tools correctly. - Can begin to cut in a straight line e.g. 2 snips. - To use 2 fingers and thumb grasp. Beginning to show a preference for a dominant hand. - Beginning to make marks or letter shapes to form their own name. - Participates freely in mark making activities. - Use one handed tools to make snips in paper. - To begin to use a knife and fork - To zip or button own coat up.	- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. - To use scissors to cut around a shape or picture. - To control a pencil to draw a recognisable picture of a person. - To use a modified/developing tripod grip. - To form recognisable letters.	- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. - Use a range of small tools, including scissors, paintbrushes and cutlery. - Begin to show accuracy and care when drawing.

Spring

Literacy

	Nursery		Reception	ELG
Comprehension	0-3 Years • Enjoys, listens to and joins in with songs and rhymes. • To copy dough disco movements. • Sings songs and says rhymes independently; • Develop play around favourite stories using props.	3 & 4 Years • Engage in extended conversations about stories, learning new vocabulary. • Begins to identify and talk about the main characters in a story. • Begins to role play story characters. • Begins to look at books independently. • Begins to talk about what they can see when looking at pictures from stories. • Begins to talk about non-fiction pictures. • Can sing familiar nursery rhymes on own and in a group.	• To sequence events in a story. • To talk about what they have listened to. • To talk about characters and main events in stories. • To develop an interest in stories and books. • To listen attentively at story times. • To recreate stories, they have heard through play. • To begin to retell familiar stories through play. • Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.

Word Reading	• Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. • Enjoys sharing books with an adult. • Pays attention and responds to the pictures and words. • Has a favourite book. • Repeat words and phrases from familiar stories. • Ask questions about the book. Make comments and shares their own ideas.	• Begin to recognise some letters of their name. • To begin to orally blend. • To know some phonemes.	• To blend with single letter sounds. • To know between 5 and 10 digraphs. • To begin to blend using some digraphs. • To read CVC words and CVCC words. • Read a few common exception words matched to the school's phonic programme – the, I, me, of, my, this. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	• Say a sound for each letter in the alphabet and at least 10 digraphs • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge.
Writing	• Enjoy drawing freely. • Add some marks to their drawings, which they give meaning to. For example: "That says mummy." • Make marks on their picture to stand for their name.	• Use some of their print and letter knowledge in their early writing. For	• Form lower-case and capital letters correctly. • To use a modified/developing tripod grip. • Use spelling fingers to spell words with known letter sounds.	• Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters.

		example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Begin to write some of their name. • Independently participates in mark making activities. • To use 2 fingers and thumb grasp. • Beginning to show a preference for a dominant hand.	• To attempt to write short sentences with words with known sound-letter correspondences and begin using a capital letter and full stop. • Re-read what they have written to check that it makes sense.	• Write simple phrases and sentences that can be read by others.
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Spring

Maths

	Nursery	3 & 4 Years	Reception	ELG
Numbers	- Take part in finger rhymes with numbers. - React to changes of amount in a group of up to three items. - Compare amounts, saying 'lots', 'more' or 'same'. - Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. - Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'	- Recognise numbers 1 2 and 3. - Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 3. - Compare quantities using language: 'more than', 'fewer than'. Develop fast recognition of up to 3 objects without having to count them (subitising)	- To subitise to 5. - Understand the 'one more than/one less than' relationship between consecutive numbers. - Explore the composition of numbers to 6. - To begin to automatically recall number bonds for numbers 0–5 and some to 10. - To begin to explore subtraction facts for numbers to 5. - To begin to explore double facts. - To begin to use the part, part whole model. - To begin to use 5 frames and 10 frames.	- 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
Numerical Patterns	- Climb and squeeze themselves into different types of spaces. - Build with a range of resources. - Complete inset puzzles. - Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.	- Talk begin to notice 2d shapes in the environments. - To begin to name some 2d shapes. - Discuss routes and locations, using words like 'in front of' and 'behind' - Make comparisons between objects relating to size, length.	- Name 2D shapes: circle, triangle, rectangle, square and begin to recognise some properties such as corners and sides. - Name 3D shapes cube, cuboid, sphere, pyramid, cone and begin to recognise some properties such as corners, edges and faces.	- Verbally count beyond 20, recognising the pattern of the counting system. - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less

	• Notice patterns and arrange things in patterns. E.g. colours.	• Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. • To begin to use special awareness skills when using maps to identify the location of objects (where is the ... - behind, in front etc)	• Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can • To verbally count beyond 20. • Continue, copy and create repeating patterns. (AB, ABB, ABBC). • Compare weight and capacity. • To begin to recognise coins and notes. • Days of the week.	than or the same as the other quantity. <i>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</i>
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Spring

Understanding the World

	Nursery		Reception	ELG
Past and Present	- Talk about things I have done with my family. - To talk about Poppies.	- To talk about why we celebrate pancake day. - To talk about why we celebrate Valentine's Day. - To talk about prehistoric times and dinosaurs. - To understand dinosaurs lived in the past. - To talk about castles. - To talk about past events with my family and friends.	- To learn about St Valentine. - Compare and contrast characters from stories, including figures from the past (kings and queens) - To talk about how castles in the past were built and recall parts of a castle. - To look at how kings and queens dressed in the past and how they dress now. - To talk about and name some British kings and queens. - To name some dinosaurs and know about prehistoric times.	- Talk about the lives of the people around them and their roles in society. - 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.
People, Culture and Communities	- Talk about my family. - Talk about differences between me and my friends. - To take part in our Harvest Festival. - To take part in Diwali celebrations. - To take part in Christmas celebrations.	- To understand why we have Easter eggs. - To celebrate Mother's Day. - Continue developing positive attitudes about the differences between people.	- To understand and celebrate Chinese New Year. - To know the Easter story. - To celebrate and talk about Mother's Day. - Recognise that people have different beliefs and celebrate special times in different ways. other countries - Recognise some similarities and differences between	- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - 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. Explain some similarities and differences between life in this

			life in this country and life in other countries. • Recognise some environments that are different from the one in which they live. • To look at the country of China – people, cultures and beliefs. To look at and talk about castle around the world.	country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps
The Natural World	• Explore natural materials indoors and outdoors. • Explore materials with different textures. • Investigate autumn weather. • To explore seasonal food (harvest).	• To comment on seasonal weather. • To comment on Spring changes. • Use all their senses in hands-on exploration of natural materials. • Talk about the differences between materials and changes they notice. • Begin to understand that there are different countries in the world and talk about the differences they have experienced or seen in photos.	• To discuss spring changes and compare to other seasons. • To name common spring flowers. • Draw information from a simple map.	• Explore the natural world around them, making observations and drawing pictures of animals and plants. • 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. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

		• Compare natural materials (soft and hard) • To look at pirate maps and a globe of the world.		
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Spring

Expressive Arts and Design

	Nursery		Reception	ELG
Creating with Materials	0-3 Years	3&4 Years		
	- Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. - Use their imagination as they consider what they can do with different materials. - Make simple models which express their ideas.	- 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. - To begin to draw a recognisable face. - Respond to what they have heard, expressing their thoughts and feelings. - Explore colour and colour mixing (primary colours) - To use malleable materials to gain strength and dexterity in their hands and fingers. - To explore how to make a pirate map using tea staining and printing.	- Create own colours using colour mixing techniques (primary and secondary colours). - 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. - To talk about and share their creations. - To build recognisable models with a variety of construction materials. - To use junk model materials to create recognisable models. - To use collage materials and placement skills to create recognisable pictures and representations. - To begin to make use of props and materials when role playing characters in stories. - To experiment with a variety of creative methods such as sponge painting, printing, bubble painting.	- 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. Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive	• Show attention to sounds and music. • Respond emotionally and physically to music when it changes. • Move and dance to music. • Anticipate phrases and actions in rhymes and songs. • Explore their voices and enjoy making sounds. • Join in with songs and rhymes, making some sounds. • Make rhythmical and repetitive sounds. • Explore a range of sound-makers and instruments and play them in different ways. • Start to make marks intentionally. • Explore paint, using fingers and other parts of their bodies as	• Begin to learn songs. • To recite some nursery rhymes. • Play instruments with increasing control to express their feelings and ideas. • To take on the role of a character during pretend play. E.g. pirate.	• 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. • Sing in a group. • Develop storylines in their pretend play. • Act out stories/narratives.	• Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
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	well as brushes and other tools. • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. • Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. • Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.			
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Vocabulary Progression

Spring

<u>Topic</u>	<u>Nursery</u>	<u>Reception</u>
Winter	snow cold ice wind frost snowball icicle melting freezing clothing	hibernation migration seasonal changes weather temperature
Spring	sun warm grow seed plant born	life cycles offspring blossom bud, leaf, stem, roots soil
Chinese New Year	invitations red animals luck	The Great Race calendar tradition zodiac
Kings and Queens	king queen prince princess castle	Monarch throne Castle – moat, tower drawbridge, turret. Queen Elizabeth King Charles Kings and Queens of the past

Dinosaurs		
Pirates		
Easter	Easter lamb hunt new life love	Jesus God cross died tomb lent betrayed