

## **Armathwaite Community School**

### **EYFS Curriculum Intent**

Our Early Years curriculum is designed in line with the Early Years Foundation Stage Framework and is informed by ‘Development Matters’ and ‘Birth to 5 Matters’. It provides a carefully sequenced progression of knowledge, skills and vocabulary across all seven areas of learning so that children develop the foundations needed for future learning and are well prepared to achieve the Early Learning Goals by the end of Reception. Our curriculum recognises that children learn best through a combination of play, exploration and purposeful adult interaction. Through high-quality experiences, children develop curiosity about the world around them and build the confidence to investigate, question and communicate their ideas.

In our mixed Nursery and Reception class, children learn together in a nurturing environment known as The Garden Room, where strong relationships enable children to learn from one another. Learning is carefully sequenced to ensure clear progression from Nursery (3–4 years) to Reception (4–5 years). In Nursery, children develop early communication, social and physical skills through exploration and play. In Reception, children build on these foundations by applying their knowledge, developing independence and beginning to explain their thinking. This progression enables children to deepen their understanding across all Areas of Learning.

Language development is prioritised throughout the curriculum. Rich conversations, storytelling and high-quality texts support children to develop vocabulary and communication skills that underpin all learning. Opportunities for sustained shared thinking enable children to make connections, solve problems and develop their understanding of key concepts. Our curriculum also recognises the importance of the Characteristics of Effective Learning; children are supported to play and explore, engage in active learning and develop their ability to think critically.

Our rural setting provides a rich environment for learning. Children benefit from free-flow access to a large and well-resourced outdoor provision including a digging pit, sand shed, bikes, mud kitchen, school garden and wild garden, as well as our Forest School area, The Wild Orchard, where children regularly explore and learn through nature. Through carefully planned continuous provision, enhanced provocations and opportunities such as woodwork, gardening, cooking and other experiential learning opportunities, children investigate, build, create and problem-solve.

Our curriculum reflects our strong sense of community. As a UNICEF Rights Respecting School, children learn about the Rights of the Child and the Global goals through whole-school projects and buddy group work with older pupils. Children regularly explore the local community, work alongside older children and participate in experiences such as storytelling workshops, caring for the school grounds and celebrating special events together. In this nurturing environment, children are valued as individuals and develop confidence, creativity and strong characteristics of effective learning that support them throughout their education and beyond.

### **EYFS Curriculum Implementation**

Our curriculum is implemented through a rich balance of child-initiated play, carefully planned continuous provision and purposeful adult-led learning. In The Garden Room, children access a well-resourced indoor environment alongside free-flow access to an extensive outdoor space. Continuous provision is carefully designed to enable children to revisit and deepen their learning through exploration, investigation and creativity. Adults support learning through high-quality interactions, modelling language, extending thinking and introducing new vocabulary.

Outdoor learning plays a central role in our curriculum. Children regularly explore our Forest School area, The Wild Orchard, as well as the school grounds, garden and outdoor provision. These experiences allow children to develop physical confidence, curiosity about the natural world and resilience through hands-on exploration.

Learning is further enriched through meaningful real-life experiences such as cooking, gardening, caring for the environment, woodwork and visits within the local community. Children also work collaboratively with older pupils through buddy groups and whole-school projects, helping them to develop a strong sense of belonging and responsibility.

Adults observe children carefully to understand their interests and development, using this knowledge to plan enhanced provision and learning opportunities that build on what children already know and can do. This responsive approach ensures that learning remains engaging, challenging and developmentally appropriate for both Nursery and Reception children within our mixed-age setting.

### **Characteristics of Effective Learning**

The Characteristics of Effective Learning describe how children learn. At Armathwaite School, these learning behaviours underpin all areas of the Early Years curriculum. Through rich experiences, carefully planned provision and supportive adult interactions, children develop curiosity, resilience and the confidence to explore new ideas. Opportunities for exploration, investigation and creativity enable children to become active and independent learners.

## **Playing and Exploring**

### **Engagement – finding out and exploring – playing with what they know**

Children learn through exploring and investigating the world around them. In our setting, children are encouraged to follow their interests and engage deeply in play. The environment in The Garden Room and the extensive outdoor provision provide open-ended resources that invite children to experiment, investigate and create. Experiences such as Forest School in The Wild Orchard, gardening, woodwork and imaginative play allow children to explore materials, ideas and the natural world.

Adults support this exploration by observing children's interests and providing resources and experiences that encourage curiosity and discovery.

## **Active Learning**

### **Motivation – being involved and concentrating – keeping on trying – enjoying achieving what they set out to do**

Children develop persistence and concentration when they are deeply engaged in meaningful activities. Our continuous provision allows children time and space to revisit and develop their ideas. Through sustained play, children learn to persevere, solve problems and take pride in their achievements.

Adults support active learning by recognising children's efforts, encouraging them to keep trying and celebrating their successes. Opportunities for collaborative learning, including buddy group work with older pupils, help children develop confidence and resilience.

## **Creating and Thinking Critically**

### **Thinking – having their own ideas – making links – choosing ways to do things**

Children develop their ability to think critically when they are encouraged to explore ideas and make connections in their learning. Open-ended resources, provocations and real-life experiences such as cooking, storytelling workshops and caring for the environment allow children to develop and test their own ideas.

Adults support this process through questioning, modelling thinking and engaging in sustained shared thinking. By encouraging children to reflect on their ideas and solve problems independently, adults help children develop confidence in their own thinking.

## **Curriculum**

Progression is shown through children moving from exploration and early development in Nursery to increasing independence, application and explanation in Reception.

| Area of Learning                 | Nursery (3–4) Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Nursery Skills                                                                                                                                                                                                                                                                                                                                                                                           | Nursery Vocabulary                                                 | Reception (4–5) Knowledge                                                                                                                                                                                                                                                                                                                                                                     | Reception Skills                                                                                                                                                                                                                                                                                                                                                                                                                                             | Reception Vocabulary                                                    | ELGs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| Communication and Language (C&L) | Spoken language underpins all learning in the Early Years. Our curriculum prioritises rich conversations, storytelling and shared experiences so that children develop a broad and varied vocabulary. In Nursery, children learn to listen to others, respond to questions and begin expressing their ideas in simple sentences. In Reception, children build on this by using language to explain their thinking, retell stories and participate in extended conversations. Adults model and introduce new vocabulary throughout the day so that children learn the language needed to understand the world around them. By the end of Reception, children use language confidently to communicate ideas, ask questions and engage in discussion. |                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                    |                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                                  | <ul style="list-style-type: none"> <li>- language is used to communicate needs, ideas and experiences</li> <li>- listening helps us understand others</li> <li>- words have meaning and can be used to describe people, objects and events</li> <li>- stories and rhymes follow patterns and can be remembered</li> <li>- conversations involve taking turns and responding to others.</li> </ul>                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>- listen to familiar stories, songs and rhymes</li> <li>- respond to simple instructions</li> <li>- use words and short phrases to express needs and ideas</li> <li>- join in with repeated phrases and familiar stories</li> <li>- engage in back-and-forth interactions with adults and peers</li> <li>- begin to talk about experiences and events.</li> </ul> | listen, talk, question, answer, story, remember, who, what, where. | <ul style="list-style-type: none"> <li>- language can be used to explain ideas, thoughts and experiences</li> <li>- stories have a sequence (beginning, middle, end)</li> <li>- vocabulary can be used in different contexts</li> <li>- questions help us to find out more and clarify understanding</li> <li>- conversations involve listening, responding and building on ideas.</li> </ul> | <ul style="list-style-type: none"> <li>- listen attentively in a range of situations</li> <li>- follow instructions with two or more steps</li> <li>- use full sentences to express ideas and experiences</li> <li>- ask questions to clarify understanding</li> <li>- retell stories with increasing detail and structure</li> <li>- engage in extended conversations with adults and peers</li> <li>- use new vocabulary in different contexts.</li> </ul> | explain, describe, because, remember, first, next, after, conversation. | <p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding;</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>• Children at the expected level of development will:</li> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of</li> </ul> |

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| Personal, Social and Emotional Development (PSED) | Children's personal, social and emotional development is fundamental to their learning and wellbeing. Our curriculum supports children to develop positive relationships, manage their emotions and build confidence. In Nursery, children begin to learn how to share, take turns and express their feelings. In Reception, children develop greater independence and resilience, learning to cooperate with others and follow shared rules. Through daily routines and supportive adult interactions, children learn how to regulate their behaviour and respond appropriately to challenges. By the end of Reception, children are confident learners who can work with others and manage their own needs. |                                                                                                                                                                                                                                                                                                                                                                                                   |                                                     |                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                                                   | <ul style="list-style-type: none"> <li>- people have different feelings</li> <li>- feelings can be expressed in different ways</li> <li>- others have needs and feelings too</li> <li>- routines help us feel safe and secure</li> <li>- sharing and taking turns help us play with others</li> <li>- adults can help us when we need support.</li> </ul>                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>- separate from carers and engage in play</li> <li>- play alongside others and begin to interact</li> <li>- express basic needs and feelings (e.g. happy, sad, tired)</li> <li>- begin to take turns and share resources with support</li> <li>- follow simple routines and expectations</li> <li>- seek help from familiar adults when needed.</li> </ul> | happy, sad, cross, friend, share, turn, help, kind. | <ul style="list-style-type: none"> <li>- people's actions can affect others</li> <li>- rules help us to stay safe and work together</li> <li>- feelings can be recognised and managed</li> <li>- challenges can be overcome with effort and persistence</li> <li>- working together helps us achieve shared goals</li> <li>- we can take responsibility for our behaviour and actions.</li> </ul> | <ul style="list-style-type: none"> <li>- form positive relationships with peers and adults</li> <li>- work cooperatively and take turns in group situations</li> <li>- manage emotions with increasing independence</li> <li>- follow rules and understand expectations</li> <li>- show resilience and perseverance when faced with challenges</li> <li>- take responsibility for personal needs and self-care</li> <li>- explain feelings and begin to consider the feelings of others.</li> </ul> | feelings, calm, problem, fair, rules, choice, independent, responsibility. | <p><u>Self Regulation</u></p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>• 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.</li> </ul> <p><u>Managing Self</u></p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><u>Building Relationships</u></p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others;</li> </ul> |

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| Physical Development (PD) | Physical development is essential for children's health, wellbeing and readiness for learning. Our curriculum provides daily opportunities for children to develop strength, coordination and control through active play and movement. In Nursery, children explore movement through running, climbing and balancing while developing hand strength through mark-making and construction. In Reception, children build on this foundation by refining their coordination and developing the fine motor control needed for writing. Activities such as cutting, drawing and manipulating tools help children develop precision and control. By the end of Reception, children demonstrate confidence in both gross and fine motor movements. |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                 |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                           | <ul style="list-style-type: none"> <li>our bodies can move in different ways</li> <li>movement helps us to explore and interact with the environment</li> <li>tools can be used for different purposes</li> <li>small movements help us control objects and make marks</li> <li>healthy habits help us look after our bodies.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>move in a variety of ways (running, jumping, climbing, balancing)</li> <li>develop coordination through active play and exploration</li> <li>begin to use tools such as pencils, brushes and scissors</li> <li>manipulate small objects (e.g. construction, threading, playdough)</li> <li>develop hand strength through squeezing, rolling and pressing</li> <li>begin to show control when mark-making.</li> </ul> | run, jump, climb, balance, move, cut, draw, strong, fast, slow. | <ul style="list-style-type: none"> <li>controlled movement helps us complete tasks safely and effectively</li> <li>tools can be used with increasing accuracy and purpose</li> <li>fine motor control supports writing and drawing</li> <li>our bodies need exercise, rest and healthy choices</li> <li>coordination and balance help us move confidently in different spaces.</li> </ul> | <ul style="list-style-type: none"> <li>move with coordination, balance and control in a range of activities</li> <li>negotiate space and obstacles safely</li> <li>use tools such as scissors, paintbrushes and pencils with increasing accuracy</li> <li>develop a secure tripod grip when writing</li> <li>form recognisable letters with increasing control</li> <li>use small equipment with precision (e.g. threading, construction)</li> <li>show increasing stamina and control in physical activities.</li> </ul> | balance, control, grip, steady, careful, exercise, healthy, strong, coordination. | <u>Gross Motor Skills</u> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>Demonstrate strength, balance and coordination when playing;</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <u>Fine Motor Skills</u> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>Begin to show accuracy and care when drawing.</li> </ul> |
| Literacy                  | Our literacy curriculum aims to develop a lifelong love of reading while supporting children to become confident readers and writers. In Nursery, children develop early language and literacy skills through songs, rhymes and shared stories. They learn that print carries meaning and begin to recognise sounds in words. In Reception, children build on this by learning letter-sound correspondences and using phonics to read and write simple words and sentences. High-quality texts are used to introduce new vocabulary and develop comprehension. By the end of Reception, children read simple texts with increasing fluency and use writing to communicate their ideas.                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                 |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                           | <ul style="list-style-type: none"> <li>stories have characters, events and meaning</li> <li>print carries meaning and can be found in the environment</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | enjoy sharing books and listening to stories<br>join in with rhymes, songs and repeated phrases<br>recognise familiar signs and print in the environment                                                                                                                                                                                                                                                                                                    | story, book, page, rhyme, sound, letter, mark, write.           | <ul style="list-style-type: none"> <li>letters represent sounds (phoneme–grapheme correspondence)</li> <li>sounds can be blended to read words</li> </ul>                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>say a sound for each letter and recognise digraphs</li> <li>blend sounds to read simple words</li> <li>read simple sentences and</li> </ul>                                                                                                                                                                                                                                                                                                                                        | sound, letter, blend, segment, word, sentence, read, write.                       | <u>Comprehension</u> <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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|             | <ul style="list-style-type: none"> <li>- sounds can be heard in words (phonological awareness)</li> <li>- marks and symbols can represent ideas</li> <li>- rhymes and repeated patterns help us remember language.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | develop awareness of sounds through rhyme, rhythm and alliteration<br>make marks to represent ideas and meaning<br>begin to give meaning to marks and talk about what they have drawn or written.                                                                                                                                             |                                                               | <ul style="list-style-type: none"> <li>- words can be segmented into sounds for spelling</li> <li>- sentences are made up of words</li> <li>- writing communicates meaning to others</li> <li>- stories have structure (beginning, middle, end).</li> </ul> | books matched to phonic knowledge<br><ul style="list-style-type: none"> <li>- segment words into sounds to spell</li> <li>- write recognisable letters, forming them correctly</li> <li>- write simple words, captions and sentences</li> <li>- re-read writing to check it makes sense.</li> </ul> |                                                                         | <ul style="list-style-type: none"> <li>• Anticipate – where appropriate – key events in stories;</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> <p><u>Word Reading</u></p> <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> </ul> <p><u>Writing</u></p> <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> |
| Mathematics | Mathematics in the Early Years focuses on developing strong number sense and an understanding of patterns and relationships. In Nursery, children explore quantities through play, learning to count objects, compare groups and recognise simple patterns. These experiences help children understand that numbers represent amounts. In Reception, children deepen their understanding of number by learning how numbers are composed and how they relate to each other. They learn to subitise quantities, count reliably and solve simple mathematical problems. Through practical exploration and discussion, children develop the language and reasoning needed for mathematical thinking. By the end of Reception, children demonstrate a deep understanding of numbers to 10 and can recognise patterns within numbers. |                                                                                                                                                                                                                                                                                                                                               |                                                               |                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                     |                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|             | <ul style="list-style-type: none"> <li>- numbers represent quantities</li> <li>- objects can be counted to find out “how many”</li> <li>- small groups can be compared (more, fewer, same)</li> <li>- objects can be sorted into groups</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>- join in with number rhymes and counting sequences</li> <li>- count small groups of objects with support</li> <li>- match objects and begin to sort into groups</li> <li>- compare quantities using language such as <i>more</i> and <i>same</i></li> <li>- copy simple repeating patterns</li> </ul> | more, same, number, count, pattern, shape, big, small, group. | <ul style="list-style-type: none"> <li>- numbers can be recognised without counting (subitising)</li> <li>- numbers are made up of smaller numbers (composition)</li> <li>- quantities can be compared and ordered</li> </ul>                               | <ul style="list-style-type: none"> <li>- subitise quantities up to 5</li> <li>- count reliably to 10 and beyond</li> <li>- match numerals to quantities</li> <li>- compare quantities using language such as <i>greater than</i> and <i>fewer</i></li> </ul>                                        | equal, fewer, greater, double, number bond, pattern, position, compare. | <p><u>Number</u></p> <ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number;</li> <li>• Subitise (recognise quantities without counting) up to 5;</li> <li>• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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|                               | based on different attributes<br>- patterns repeat in predictable ways<br>- shapes and objects have different properties.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | - explore shapes and space through building and play.                                                                                                                                                                                                                                                                                              |                                                                      | - counting follows a stable and predictable sequence<br>- patterns follow rules and can be extended<br>- shapes can be combined and described using positional language.                                                                                                                                        | - solve simple addition and subtraction problems<br>- create, extend and explain patterns<br>- describe spatial relationships (e.g. <i>next to</i> , <i>under</i> , <i>behind</i> ).                                                                                                                                                                                               |                                                                                | bonds to 10, including double facts.<br><u>Numerical Patterns</u> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system;</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>                                                                                                                                                                                                                                                                                         |
| Understanding the World (UtW) | Our Understanding the World curriculum helps children make sense of their environment and the wider world. In Nursery, children begin by exploring their immediate surroundings, learning about their families, local environment and natural world. They observe plants, animals and seasonal changes through hands-on experiences. In Reception, children build on this by learning about different communities, environments and past events. Stories and discussions help children understand similarities and differences between people and places. Through observation and exploration, children begin to develop early scientific thinking. By the end of Reception, children demonstrate curiosity about the world and can talk about the changes they observe in nature and society. |                                                                                                                                                                                                                                                                                                                                                    |                                                                      |                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                               | - people belong to families and communities<br>- environments contain different plants, animals and features<br>- the natural world changes over time (e.g. weather, seasons)<br>- technology is used in everyday life<br>- events and experiences can be talked about in simple terms.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | - talk about their family, home and familiar experiences<br>- explore the environment through play and observation<br>- notice changes in weather and the natural world<br>- observe plants, animals and natural materials<br>- use simple technology in play (e.g. cameras, tablets, toys)<br>- begin to talk about what they see and experience. | family, home, plant, animal, weather, change, grow, same, different. | - the past is different from the present<br>- people live in different communities and cultures<br>- environments vary in different places<br>- living things grow, change and have life cycles<br>- the natural world changes over time (e.g. seasons, growth)<br>- technology is used for different purposes. | - talk about past and present events in their lives<br>- describe similarities and differences between people, places and environments<br>- observe and describe changes in the natural world<br>- explore and explain simple life cycles (e.g. plants, animals)<br>- ask questions and investigate the world around them<br>- use technology to support learning and exploration. | past, present, environment, habitat, season, life cycle, community, different. | <u>Past and Present</u> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society;</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <u>People, Culture and Communities</u> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences</li> </ul> |

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| Expressive Arts and Design | <p>Creativity and imagination are central to children's development in the Early Years. Our curriculum encourages children to explore a wide range of materials, tools and creative experiences. In Nursery, children experiment with paint, music, movement and role play to express their ideas and feelings. In Reception, children build on this by combining materials, creating models and developing imaginative narratives through play. Adults support children to talk about their creations and the processes they use. Through singing, storytelling and creative exploration, children develop confidence in expressing themselves. By the end of Reception, children use a range of materials and imaginative ideas to represent their experiences and stories.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                               |                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                    |                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                            | <ul style="list-style-type: none"> <li>- materials can be used in different ways to create</li> <li>- sounds and movements can express ideas and feelings</li> <li>- role play can represent real-life experiences</li> <li>- colours, textures and materials can be explored and combined</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>- explore paint, colour, texture and materials</li> <li>- use tools and materials to make marks and create simple representations</li> <li>- join in with songs, music and movement</li> <li>- engage in imaginative and role play</li> <li>- experiment with combining materials and resources</li> <li>- express ideas and feelings through creative play.</li> </ul> | <p>colour, paint, music, song, pretend, make, build, create, loud, quiet.</p> | <ul style="list-style-type: none"> <li>- materials can be combined and adapted to achieve a purpose</li> <li>- creative work can represent ideas, experiences and stories</li> <li>- music, movement and performance can be structured and expressive</li> <li>- role play can be used to develop narratives and ideas</li> <li>- creative choices can be made about</li> </ul> | <ul style="list-style-type: none"> <li>- create models, pictures and representations using a range of materials</li> <li>- safely use and select tools and techniques for a purpose</li> <li>- mix colours and explore different textures and effects</li> <li>- develop and act out imaginative narratives and stories</li> </ul> | <p>design, texture, mix, perform, character, story, create, model, rhythm.</p> | <p><u>Creating with Materials</u></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>• Share their creations, explaining the process they have used;</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><u>Being Imaginative and Expressive</u></p>                                                                                                                                                                                                                                                                                                                                                             |

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|  | - songs and rhymes have patterns and repetition. |  |  | how to represent ideas. | - perform songs, rhymes and stories with increasing confidence<br>- use props and materials to support role play and storytelling. |  | <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>• Sing a range of well-known nursery rhymes and songs;</li> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul> |
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## Curriculum Overview

This overview provides a guide to how learning may be introduced across the year. Teaching remains responsive to children's interests and development, with opportunities for learning revisited and deepened through continuous provision and outdoor experiences.

This overview reflects shared experiences across our mixed Nursery and Reception class. Within these experiences, adults provide developmentally appropriate support and challenge to ensure children build on prior learning and progress from Nursery through to Reception expectations.

|                                         | Autumn 1                                                                                                                                                                                                                                                                                                                       | Autumn 2                                                                                                                                                                                                                                                    | Spring 1                                                                                                                                                                                                                                                         | Spring 2                                                                                                                                                                                                                                                         | Summer 1                                                                                                                                                                                                                                   | Summer 2                                                                                                                                                                                                                                |
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| Trips and visits                        |                                                                                                                                                                                                                                                                                                                                | Autumn walk<br>Christmas tree picking                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                  | Farm Visit                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                         |
| Key Learning experiences and focus      | Settling into school routines, building relationships, exploring the environment in The Garden Room and outdoor provision. Developing listening and attention, sharing stories and songs, exploring materials and construction, early counting and sorting. Children begin exploring the school grounds and local environment. | Storytelling and language development through familiar stories and rhymes. Exploring pattern, shape and creative materials. Seasonal changes in the natural world and autumn exploration in The Wild Orchard. Collaborative play and early problem solving. | Developing number sense and early mathematical thinking through counting, comparing and problem solving. Retelling stories and developing narrative play. Exploring materials, construction and creativity. Opportunities for cooking and experiential learning. | Developing number sense and early mathematical thinking through counting, comparing and problem solving. Retelling stories and developing narrative play. Exploring materials, construction and creativity. Opportunities for cooking and experiential learning. | Applying knowledge through exploration and problem solving. Increased independence in learning. Developing collaborative play and sustained projects in continuous provision. Exploring the wider community and working with buddy groups. | Reflection and consolidation of learning. Preparing for transition to Year 1 through developing independence, resilience and confidence. Celebrating learning through storytelling, creative projects and shared community experiences. |
| Seasonal and experiential opportunities | Harvest exploration, observing seasonal changes, collecting natural materials in The Wild Orchard                                                                                                                                                                                                                              | Autumn walks, leaf exploration, cooking with seasonal produce                                                                                                                                                                                               | Winter nature observation, bird watching, cooking and measuring                                                                                                                                                                                                  | Planting seeds, gardening, observing caterpillars or chicks                                                                                                                                                                                                      | Exploring minibeasts, caring for the garden, outdoor investigations                                                                                                                                                                        | Nature exploration, outdoor storytelling, celebrating learning with the community                                                                                                                                                       |