

**Fladbury**  
Church of England First School

# Early Years Curriculum



**Happy Hearts, Open Minds, Bright Futures**

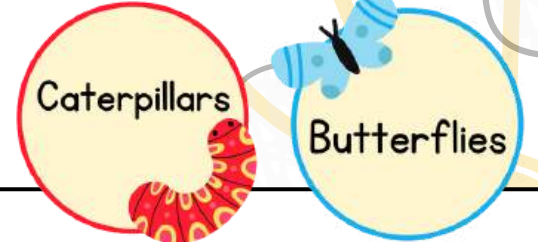
Jesus promised: "I came that you may have life and have it to the full."

- John 10:10

**Happy Hearts,  
Open Minds,  
Bright Futures.**



# Our Curriculum



At Fladbury, we have a bustling, mixed-age, Early Years Classroom that is a happy home to children in both Preschool (our caterpillars) and Reception (our butterflies). We know our Early Years children well and have designed an open ended curriculum to promote curiosity and investigation while being flexible to enable opportunities for children to lead their own learning based on their own interests and questions.

Our curriculum follows Development Matters, ensures that there is challenge for all children and practitioners know how important their role is within this. We know and meet the needs of each child as an individual and plan for each of their unique next steps. We know that learning isn't always linear and that each child learns at their own rate and in their own way.

Our curriculum provides opportunities to enhance children's learning by offering real-life experiences through trips and visits as well as through weekly sessions in our forest school area. Due to our proximity to the river and access to bellboats, children begin swimming lessons in Maple Class. There are opportunities to be reflective and have moments of spirituality as we show awe and wonder to the world around us as it changes with the seasons and weather.

# Joy

# Wisdom

# Hope

## Happy Hearts



Children in Maple Class are part of a nurturing, kind and happy environment where they are encouraged to be themselves, celebrated when things go well and guided when things aren't going quite so well.

Children have the opportunity to explore and investigate the things that make them happy and find joy in sharing that with others.

Children develop positive relationships with each other and with the adults in the classroom and enjoy spending time together doing fun and exciting things.

## Open Minds



The curriculum allows children to further develop their own interests while also giving them the opportunity to discover new and interesting things.

Children are exposed to new and different things. We learn about people, cultures and places that are different to ours and learn to love our differences and similarities.

Children learn in a systematic and carefully planned way to ensure that their individual needs are met and that they make progress with their learning.

## Bright Futures



We believe that the Early Years are some of the most important, formative and wonderful years of a person's life.

We believe that the Early Years Foundation Stage is not just a stepping stone to school and isn't just about learning how to be 'ready' for school.

However, during their time in the Early Years, our staff support children in beginning to learn life-long skills such as independence, resilience, social skills and empathy. Here, strong foundations are put in place to ensure that children can continue to grow and build upon them as they travel through the onwards curriculum in school and beyond.

# Possible Themes, Lines of Enquiry and Interests

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
I wonder what makes me special...	I wonder how people celebrate...	I wonder how that works...	I wonder how we help each other...	I wonder where that came from...	I wonder what it's like there...
Eg. All about me, starting school, My family, my friends, my likes, how I feel etc...	Eg. Birthdays, Christmas, Bonfire Night, Diwali, celebrations around the world etc...	Eg. Vehicles, machines, toys etc...	Eg. Doctors, Nurses, friends, Fire Fighters, Teachers etc...	Eg. Planting, growing plants, growing animals, growing humans etc...	Eg. Different places in the world, where we live, the seaside, the forest etc...

# Possible Texts

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
    	    	    	    	    	    

# Wow Moments

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Harvest Festival in Church</p> <p>Autumn Walk</p> <p>Visits to Richmond Village Care Home</p>	<p>Trip to the theatre</p> <p>Nativity in Church</p> <p>Visits to Richmond Village Care Home</p>	<p>Visits to Richmond Village Care Home</p>	<p>Visits from people who help us eg. Fire engine, doctor, nurse, etc</p> <p>Spring Walk</p> <p>Visits to Richmond Village Care Home</p>	<p>Swimming Lessons</p> <p>Sandfield Farm</p> <p>Visits to Richmond Village Care Home</p>	<p>Swimming Lessons</p> <p>Bellboating</p> <p>Visits to Richmond Village Care Home</p>

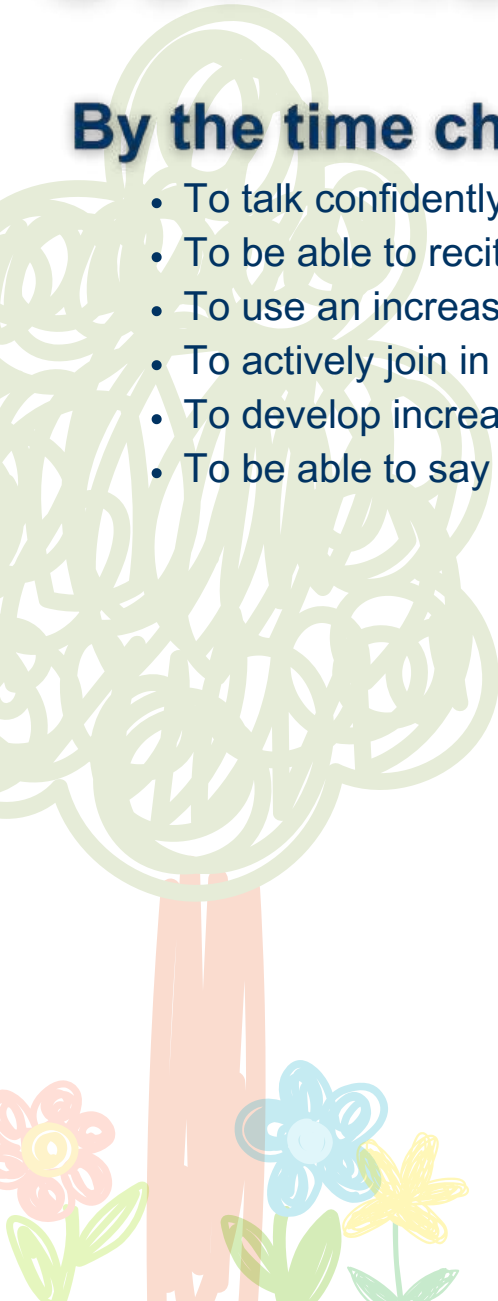
# Parental Engagement

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Home Visits</p> <p>Phonics Workshop</p> <p>Parents Evening</p> <p>Harvest Festival</p>	<p>Nativity in Church</p> <p>Christmas Craft session</p>	<p>Parents invited to come and share toys/photos of their childhood</p>	<p>Parents Evening</p>	<p>Stay and do forest school session</p>	<p>Reports</p> <p>Transition into Reception Workshop</p>

# Communication & Language

**By the time children finish in the EYFS, we want them...**

- To talk confidently to peers and adults about their learning and interests
- To be able to recite 3 poems and 3 stories using a story map as support
- To use an increasingly diverse range of vocabulary in meaningful contexts
- To actively join in with stories
- To develop increasing confidence to share learning with others, including in front of an audience
- To be able to say hello in different languages





# Communication and Language

## Knowledge, Skills and Understanding

Autumn  
Term

### Preschool

- Listen to a story with increased attention
- Support children to understand what a 'good listener' looks like
- Respond to a story using terms such as 'because' to answer questions
- Making choices and using expressive language as the main communication
- Join in with singing nursery rhymes
- Begin to find words that rhyme/sound the same
- Join in with repeated phrases in familiar books
- Phase 1 Phonics
- Begin to follow instructions relating to every day routines
- Begin to hold conversations by taking turns with adults and friends

### Reception

- Appreciate and begin to love stories
- Understand how to listen and why listening is important
- Begin to use a complete sentence when talking
- Model language by speaking in full sentences
- Choose a story independently. Share this story or enjoy it alone.
- Respond to a question with an appropriately themed answer
- Follow two-step instructions with support from an adult where needed.
- Have opportunities for following instructions.
- Continue to identify with sound, identify long and short sounds
- Generate rhymes and complete a rhyming string
- Hold a conversation with an adult or friend, developing an understanding for back and forth conversations
- Vocabulary linked to themes, stories and interests
- Adults model language and scaffold current speech and support each child to move forwards.

# Communication and Language Knowledge, Skills and Understanding

Spring  
Term

## Preschool

- Sing familiar nursery rhymes to develop language
- Learn new songs to further develop language and vocabulary
- Understand the concept 'why?' and answer appropriately
- Answer questions in response to text or conversation
- Enjoy longer stories, maintain concentration and begin to listen for longer periods of time
- Develop vocabulary
- Model and scaffold language for children, extending or repeating where appropriate
- Develop language associated with our learning environment
- Ask for help where needed
- Model and encourage skills for listening based upon our carpet time rules

## Reception

- Appreciate and begin to love stories
- Begin to use a complete sentence when talking
- Model language by speaking in full sentences
- Choose a story independently. Share this story or enjoy it alone.
- Respond to a question with an appropriately themed answer
- Follow two-step instructions with support from an adult where needed.
- Have opportunities for following instructions.
- Continue to identify with sound, identify long and short sounds
- Generate rhymes and complete a rhyming string
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- Adults model language and scaffold current speech and support each child to move forwards.

# Communication and Language Knowledge, Skills and Understanding

Summer  
Term

## Preschool

- Develop communication through longer sentences through conversations and in play
- Develop opportunities to use vocabulary such as 'because' and 'and'.
- Model future and past tenses in speech
- Sort sounds and listen for initial sounds in words
- Further develop knowledge

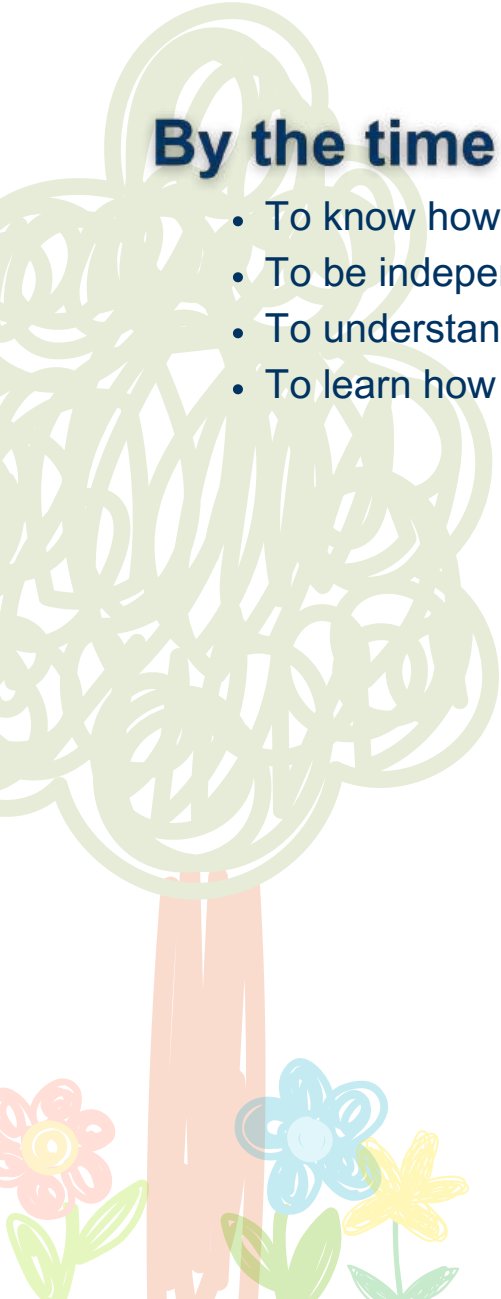
## Reception

- Scaffold language and grammar, encouraging and enabling children to speak in well-formed sentences
- Use a wide range of new vocabulary
- Use talk to solve problems and work through ideas
- Retell a made up story of their own creation using the base of familiar stories for structure
- Use new vocabulary in context
- Devise and ask questions to others
- Enjoy different types of text and learn new vocabulary through exploration of them, sometimes linked to a theme or children's interests
- Use specific and explicit language in all areas of our classroom

# Personal, Social & Emotional Development

**By the time children finish in the EYFS, we want them...**

- To know how to be a good friend
- To be independent and challenge themselves
- To understand our school rules
- To learn how to manage new situations, people and ideas with courage and interest



# Jigsaw



## Preschool

Preschool					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me

## Reception

Reception					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me

# Personal, Social & Emotional Development

## Knowledge, Skills and Understanding

Autumn  
Term

### Preschool

- Leave parent/carer happily
- Follow school routines
- Choose activities with adult support
- Play alongside and imitate learning and play
- Begin to make friendships with peers
- Hang their own coat on their peg
- Communicate with an adult to share needs/ feelings
- Turn taking and waiting
- Increasingly follow the rules; rules of the class, rules of a game
- Remember the need for please and thank you
- Begin to help to tidy away resources they have played with
- Begin to manage own personal care and hygiene needs

### Reception

- Exploring feelings
- Exploring emotions. What makes us happy, sad, angry, worried
- How do these feelings make you feel?
- Physical feelings linked to emotions
- Sharing with others
- Developing a positive sense of self
- Pedestrian training, recognising how to stay safe when walking on the path and crossing the road
- Identifying dangers in their world
- Organise themselves, hanging coat up, putting book bag and water bottle/ lunchbox away

# Personal, Social & Emotional Development

## Knowledge, Skills and Understanding

Spring Term

### Preschool

- Engage in imaginative play, sometimes supported by an adult
- Help to tidy away resources they have played with
- Develop independence in using the toilet
- Wash hands independently
- Develop independence in choosing activities and resources

### Reception

- Begin to understand how others may be feeling
- Controlling impulses in behaviour
- Healthy bodies, making healthy food choices, keeping clean, oral hygiene, sleep
- Continue to build constructive and respectful relationships
- Help to tidy away, caring for our belongings as a class

# Personal, Social & Emotional Development

## Knowledge, Skills and Understanding

Summer  
Term

### Preschool

- Organise own belongings, taking increasing responsibility for these items
- Exploring how we feel when we feel happy or sad
- Talk about making healthy choices, keeping clean and eating for health
- Talk about the importance of looking after our teeth and how to do this

### Reception

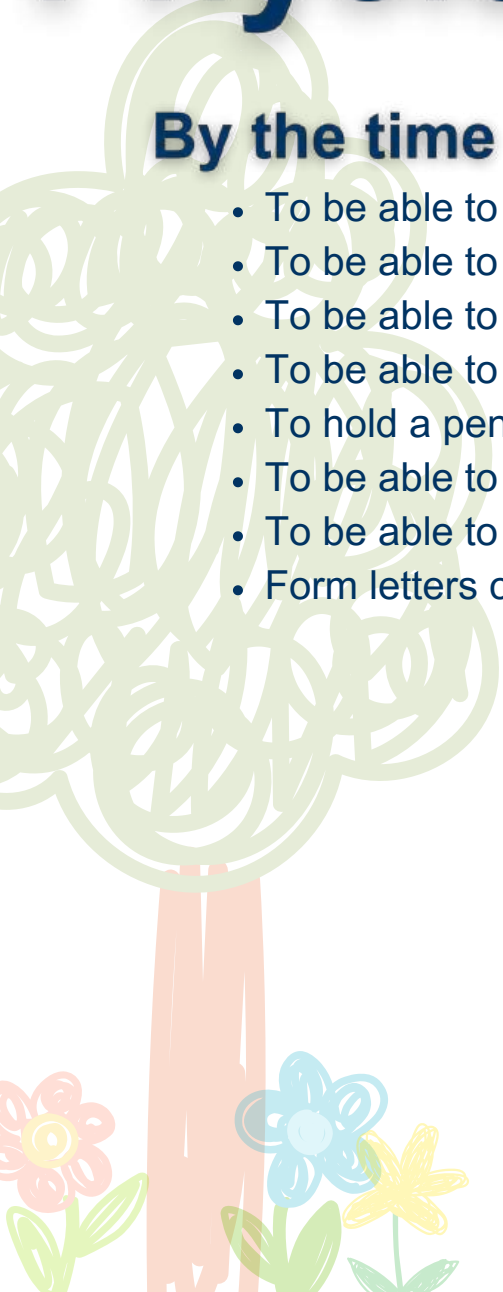
- Make suggestions for play choices with others
- Begin to solve conflict without the need for adult support
- Show increasing confidence with adults around the wider school
- Confidence and enthusiasm for new situations (trips and visits)
- Take care of personal belongings
- Select activities and resources independently, explaining choices and asking for additional resources if necessary
- Share an understanding of right and wrong
- Playing co-operatively with peers
- Offer help to others around them



# Physical Development

**By the time children finish in the EYFS, we want them...**

- To be able to get changed for PE independently
- To be able to throw and catch a ball
- To be able to join a sequence of movements to perform a simple gymnastic or dance routine
- To be able to say how to keep themselves healthy and happy
- To hold a pencil using a tripod grip
- To be able to use cutlery effectively
- To be able to use scissors and other tools affectively
- Form letters correctly



# PE - Complete PE



## Cycle A

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Dance - Dinosaurs	Gymnastics – High, Low, Over, Under	Ball Skills – Feet	Ball Skills – Hands	Swimming Bellboating	Swimming Bellboating

## Cycle B

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Dance - Nursery Rhymes	Gymnastics – Moving	Ball Skills – Feet	Ball Skills – Hands	Swimming Bellboating	Swimming Bellboating

# Physical Development

## Knowledge, Skills and Understanding

Autumn  
Term

### Preschool

- Experience games to support spatial awareness
- Crawl with a bilateral movement
- Develop balance and strength
- Experience a range of bikes and trikes – pedal a 2 or 3 wheeled vehicle
- Develop an awareness of gross motor skills, using our body for large movements using arms and legs
- Climb stairs and steps using alternate feet
- Experience crossing the mid line of their bodies using large actions
- Begin to pour their own drink
- Begin to use tools for eating

### Reception

- Develop fundamental movement skills such as rolling, jumping, hopping, running, climbing
- Develop body strength and coordination through using the indoor play equipment to move in different ways
- Use a range of bikes and trikes and scooters for movement, pushing, pedaling
- Negotiate others around them successfully on bikes and trikes
- Undress independently, begin to dress self following PE or Forest School
- Fasten zips
- Thread 5 buttons (or similar) on a thread
- Use the toilet independently and wipe themselves clean
- Cut using a variety of scissors using a strong and confident grip

# Physical Development

## Knowledge, Skills and Understanding

Spring  
Term

### Preschool

- Put on coat, fasten zip
- Climb a ladder using a bilateral action
- Take off and put on socks and shoes (with some support if needed)
- Explore traveling by slithering, galloping, side stepping
- Moving backwards and forwards
- Begin to pour their own drink
- Begin to use tools for eating
- Skip, hop and stand on one leg

### Reception

- Catch a small soft ball
- Stand and balance for a count of 3 on one foot
- Walk on tiptoes
- Colour in a shape or solid picture staying within the guide lines
- Follow pathways when exploring movement
- Manipulate tweezers to pick up small items (such as pompoms, seeds)
- Use equipment that demonstrates finger strength independently (spray bottles/ playdough tools/ woodworking tools, hammers and screwdrivers)
- Identify ways to keep our body and mind healthy
- Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor
- Hold a pencil correctly and begin to form letters correctly

# Physical Development

## Knowledge, Skills and Understanding

Summer  
Term

### Preschool

- Use a comfortable pencil grip in a dominant hand
- Use the toilet and ask for help if needed
- Pour a drink on their own
- Begin to use scissors successfully to make cuts in paper or other thin materials
- Use a knife and fork to eat
- Catch a large, soft ball with two hands
- Throw a ball towards a target
- Explore fast and slow movements

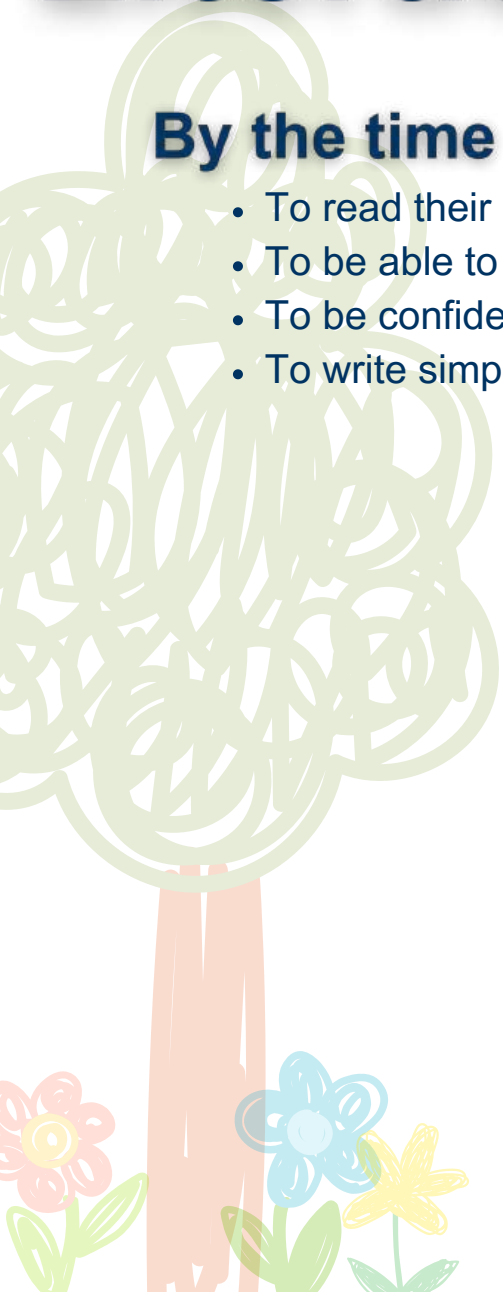
### Reception

- Fasten zips and buttons on clothing
- Skip on alternate feet
- Hit a ball with a racket or bat
- Cut out a variety of shapes using a strong grip on the scissors in a dominant hand
- Develop the concept of a simple team game, participate in a small team game
- Follow rules in a game
- Stand firmly on two feet while upper body moves
- Hammer nails in to wood safely and independently
- Form letters correctly using a firm and comfortable pencil grip
- Throw a ball with increasing accuracy at a target
- Correctly use a knife and fork to cut and eat food
- Hold pencils correctively to form letters correctly

# Literacy

**By the time children finish in the EYFS, we want them...**

- To read their phonics book with fluency and expression and talk about what they have read
- To be able to decode unfamiliar words with confidence
- To be confident to 'have a go' at writing words which cannot be phonetically decoded
- To write simple sentences which can be read by themselves and others



# Phonics - Read, Write, Inc.

Each child progresses at their own rate, the below is a rough guide

**Read Write Inc.**  
Phonics

## Preschool

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phase 1 Phonics Games, Initial Sounds, Rhyming Games	Phase 1 Phonics Games, Initial Sounds, Rhyming Games	Phase 1 Phonics Games, Initial Sounds, Rhyming Games, Oral Blending	Phase 1 Phonics Games, Initial Sounds, Rhyming Games, Oral Blending	Preschool Read Write Inc.	Preschool Read Write Inc.

## Reception

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Set 1	Set 1 / Set 2	Set 2	Set 2	Set 2	Set 2 / Set 3

# Literacy

## Knowledge, Skills and Understanding

Autumn  
Term

### Preschool

- Enjoy stories in small groups and 1:1
- Join in with familiar rhymes and story phrases
- Identify that print has meaning
- Enjoy learning new words from stories and non-fiction texts
- Begin to mark make using chinks, mud, sticks, paint brushes, fingers
- Develop play around stories, using story pebbles, stick puppets, soft puppets
- Begin to count and clap syllables in a word
- Listen and develop awareness of sound talk through games

### Reception

- Enjoy story time
- Identify and talk about a favourite book
- Share a favourite book with an adult in school
- Clap syllables in a word with confidence
- Hold writing equipment in a comfortable grip
- Copy a simple picture
- Draw shapes by copying as a guide
- Begin to form letters correctly
- Retell a familiar story
- Orally blend words
- Identify phase 2 sounds
- Blend sounds to read CVC words



# Literacy

## Knowledge, Skills and Understanding

Spring  
Term

### Preschool

- Hold a book the right way up
- Clap syllables in a word 1,2,3,4 syllables
- Continue a rhyming string
- Recognise own name on labels/ peg/ in environment
- Recognise initial sound in name
- Copy patterns in various materials for mark making – wavy pattern, up and down straight lines
- Begin to recognise words with the same initial sounds
- Turn pages in a book to develop an understanding of story sequence
- Exploring mark making outside, gross motor movements, painting on the wall or chalking on the floor
- Begin to make marks to represent their ideas
- Begin to write their name

### Reception

- Listen to a short story without illustrations
- Enjoy listening to a wide range of stories/ quality texts
- Continue to develop strength in fingers for a secure pencil grip
- Develop letter formation by exploring letter families, creating large and small letter shapes
- Sequence letters in a word to write simple words using phonic knowledge
- Read simple phonetically decodable words and tricky words
- Blend sounds in a word confidently

# Literacy

## Knowledge, Skills and Understanding

Summer  
Term

### Preschool

- Orally blend words
- Generate a rhyming string
- Clap syllables in 2 clap, 3 clap and 4 clap words
- Further develop phonological awareness through rhyme and song, talk and language games
- Understand the five key concepts about print
- Write own name independently, forming some letters correctly

### Reception

- Use phonics knowledge to segment and write more detailed phrases and sentences
- Further develop letter formation, looking at families of letters as a whole
- Retell a familiar story with confidence
- Create own stories based on familiar layouts and themes of familiar books
- Form capital letters correctly
- Match capital letters and lower case
- Begin to use a capital letter and full stop to punctuate
- Identify at least 10 digraphs

# Mathematics

**By the time children finish in the EYFS, we want them...**

- To know 3 maths songs / rhymes
- To be able to have a go at solving mathematical problems and not be afraid to make mistakes
- To be able to explain their mathematical thinking and ideas using mathematical language and concepts
- To be able to count by subitising and using 1:1 correspondence
- To have an in depth knowledge of numbers to 10, including number bonds, odd and even numbers and some doubles
- To know 2D and 3D shapes and make patterns
- To know days of the week, months of the year and seasons
- To be able to simply compare the weight, capacity or length of an object
- To know we use money to buy things and have an ideas of its importance in everyday life



# Mathematics

## Knowledge, Skills and Understanding

Autumn  
Term

### Preschool

#### Counting principles

- 1:1 principles
- Stable order principle
- Cardinal principle
- Abstract principle
- Order-irrelevance principle
- Join in with number songs and rhymes
- Explore shape and pattern
- Subitise numbers to 3

#### Comparison

- Sorting colours
- Sort and compare groups of objects, using different sizes, colours, types of object
- Sort groups of items based on size
- Which one is 'more'?
- Identify equal amounts 'the same'
- Continue a pattern using threading beads/ peg boards
- Enjoy number rhymes

### Reception

#### Counting principles

- 1:1 principles
- Stable order principle
- Cardinal principle
- Abstract principle
- Order-irrelevance principle
- Explore patterns
- Match and sort items into groups
- Find the same
- Subitise numbers to 5
- Compare, size, mass and capacity
- Extend a repeated pattern using shapes and colour
- Identify how a pattern can be circular not just linear
- Create own repeated pattern
- Representing, comparing and exploring the composition of 1, 2, 3
- Representing 1-5
- Finding one more and one less
- Exploring positional language
- Identify circles and triangles and shapes with 4 sides
- Begin to explore the concept of time
- Learn the days of the week and identify which days we come to school and which days are part of the weekend

# Mathematics

## Knowledge, Skills and Understanding

Spring  
Term

### Preschool

- Number rhymes to count on and back
- Counting objects of different sizes
- Counting things that can't be seen – sounds, actions, words
- Play dice games to collect an amount
- Play track games and count along a track
- Representing numbers on fingers
- Beginning to match numerals 1-5 to an amount
- Sharing number books
- Subitise numbers confidently to 3
- Use fingers to represent numbers to 5,
- Finding alternative ways of making 5 (different combinations of fingers)

### Reception

- Counting on and back starting from different numbers
- Counting things that cannot be moved, faces on a shape, pictures on a screen, birds on the bird table
- Subitise numbers confidently to 6 using dot cards, tens frames, dominoes
- Subitising small number of objects on a tray
- Attributing right number of items for a set group of people e
- Making corrections about fewer and less
- Identifying numbers stay the same even when rearranged or spaced apart
- Exploring zero
- Comparing numbers to 5
- Composition of 4 and 5
- Compare mass and capacity
- Explore 6,7,8
- Combining 2 numbers to find a total
- Finding pairs
- Explore length and height
- Explore 9,10
- Compare numbers to 10
- Identify number bonds to 10
- Explore 3D shapes
- Identify patterns and create patterns of our own

# Mathematics

## Knowledge, Skills and Understanding

Summer  
Term

### Preschool

- Explore conservation of number; how many different ways can 5 look... 2 and 3 (spots on a ladybird), 4 and 1, moving toys to show this part/whole concept
- Games to strengthen composition
- Exploring partitioning in role play and small world play
- Explore sizes of objects, comparing size, sorting by size
- Compare biggest and smallest in size, tallest and shortest in height
- Make patterns and models with 2D shapes
- Complete jigsaw puzzles independently
- Create simple shape pictures
- Use and identify positional language
- Making pictures from natural items,
- Explore shapes by cutting and folding
- Make patterns with shapes
- Large construction play
- Copy a pattern or shape using construction equipment
- Explore full and empty
- Explore heavy and light
- Count footsteps to measure a large area
- Days of the week songs and stories

### Reception

- Explore numbers and counting beyond 10
- Spatial reasoning match, rotate, manipulate
- Explore adding numbers together
- Explore taking numbers away
- Compose and decompose
- Identify doubling, having and sharing
- Explore odd and even numbers
- Patterns and relationships in number
- Name and identify the properties of 3D shapes

Happy Hearts, Open Minds, Bright Futures.

# Understanding the World

**By the time children finish in the EYFS, we want them...**

- To know about Fladbury people, places and traditions
- To draw a simple map of an area they know
- To know about cultures and traditions from other countries e.g. food, festivals and houses in China, India, etc
- To understand that people have different values and beliefs and be respectful of these
- To talk about their past using appropriate vocabulary and find out how life has changed from when their parents were little (toys, traditions, houses, technology)
- To observe and comment on differences in the seasons and weather in Fladbury and compare to other hot and cold parts of the world
- To explore a range of materials and states of being and say how they change overtime and in different conditions e.g. ice.
- To know how plants and animals change over time and understand what they need to grow
- To explore and talk about different forces
- To talk about the earth, sun, moon, planets and stars
- To know some Christian values, stories and traditions and why they are important
- To know about some other religions such as Islam, Hinduism and Judaism



# RE - The Worcestershire Agreed Syllabus

## Preschool

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

RE is non-statutory for pupils in preschool but we choose to incorporate RE material into children's activities. Preschool children dip their toes into the Reception units in an age appropriate way to introduce them to the vocabulary and concepts that they will learn about in the future.

## Reception

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

F1: Why is the word 'God' so important to Christians?

F2: Why is Christmas Special for Christians?

F4: Being Special: Where do we belong?

F3: Why is Easter special for Christians?

F5: Which places are special and why?

F6: Which stories are special and why?



# Collective Worship



At Fladbury, children in the Early Years participate in daily acts of worship.

At the start of the year, children have daily worship in the classroom following the Jack in the Box Classroom Worship Scheme for children in the Early Years. Here, we begin to learn about the Bible, have time to reflect and say our own prayers. Once children are ready, they join the whole school for daily worship in the hall.

Throughout the year, children enjoy taking part in worship led by the Open the Book team, listening and watching stories from the Bible being told by the team and older children within our school.

In our Early Years class, we have a dedicated reflection area - a special place to reflect quietly or read stories from our Children's Bible.

Every day, we say a prayer at lunch time and at the end of the school day.

# Understanding the World

## Knowledge, Skills and Understanding

Autumn  
Term

### Preschool

- Exploring natural materials to build and play, stones, pebbles, rocks, conkers, shells
- Explore the seasons through a village walk
- Explore differences in the world around them – changing seasons, leaves changing colour
- Learn exciting vocabulary to describe their environment and the world around them
- Experience road safety as we walk through our village
- Explore how things work, wind up toys, exploring nuts and bolts, screws and cogs
- Explore pushes and pulls as an introduction to forces
- Identify pushes and pulls in their exploration and play
- Learn about and perform a Nativity, why do we celebrate Christmas?
- Develop positive attitudes about differences between people
- Begin to make sense of their own life story and families history
- Retell what they have been told about their own life story and family

### Reception

- Identify where we live, features of Fladbury as highlighted by our village walk
- Exploring the seasons and our local environment
- Identify nocturnal animals and where they live.
- Which nocturnal animals live near Fladbury?
- Which ones live in another part of the world?
- Identify how materials change through cooking opportunities, making cakes/biscuits/play dough etc
- Explore Diwali, the Hindu Festival of Light
- Identify similarities and differences between other cultures and their celebrations such as Bonfire Night, Diwali, Christmas, Ramadan, Hanukah etc
- Identify dangers of a fire and fire safety
- Learn about and perform a Nativity, how and why Christians celebrate Christmas. How do you celebrate?
- Identify traditions and discuss what each family does to celebrate this time?
- Talk about members of their immediate families and community

# Understanding the World

## Knowledge, Skills and Understanding

Spring  
Term

### Preschool

- Explore photos and memories, encouraging children to use language to talk about what they can remember
- Explore jobs that people do
- Develop an understanding of the concept of growth, how people change as they grow, how objects decay
- Develop a respect of the natural world – through exploration at forest school
- Explore light and dark/ shadows
- Identify parts of the body; knees, ankles, wrists
- Show an interest in different occupations - talk about what they know
- Explore how things work

### Reception

- Exploring the seasons and our local environment
- Identify connections to light and dark
- Explore reflection, brightness, darkness
- Identify parts of the body including; waist, thighs, shins, shoulders, elbows, parts of the body inside that we cannot see; heart, skull, stomach, lungs
- Identify the changing seasons from Winter to Spring – village walk
- Comment on images of familiar situations in the past
- Compare and contrast characters from stories including those from the past

# Understanding the World

## Knowledge, Skills and Understanding

Summer  
Term

### Preschool

- Explore a simple life cycle
- Plant seeds
- Identify gardening equipment for different purposes, use a trowel for digging and planting flowers
- Control a watering can, identify what plants need to grow healthy and strong
- Understand the need to respect and care for the natural environment and all living things
- Develop positive attitudes about differences between people
- Know that there are different countries in the world and talk about the differences they have experiences or seen in photos

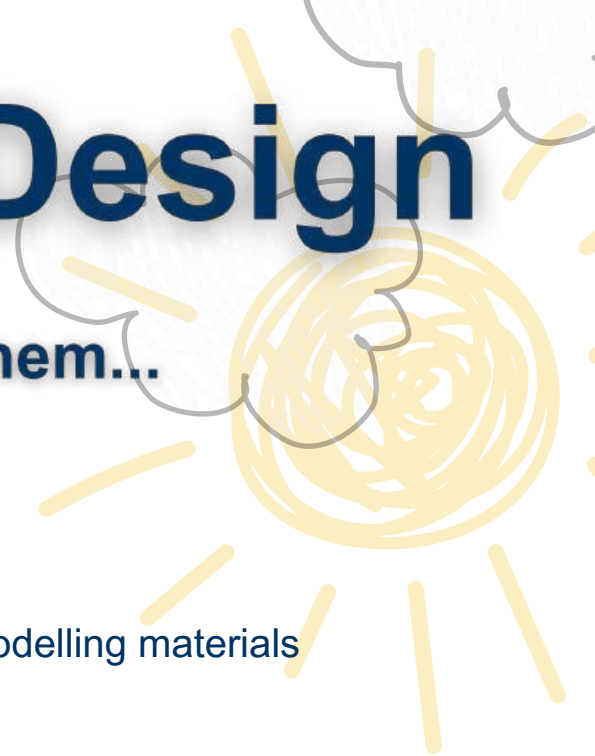
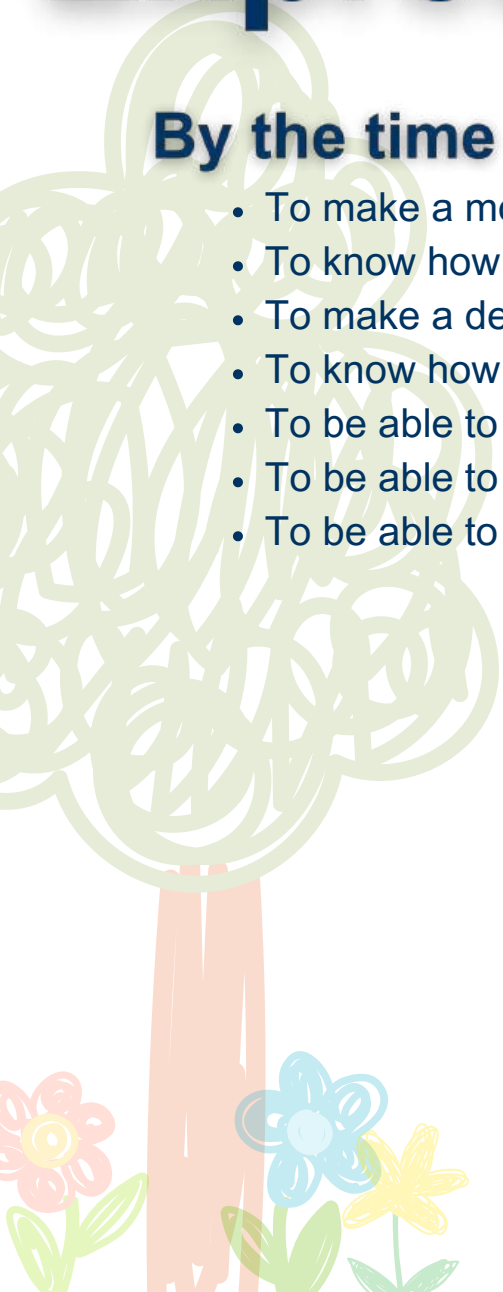
### Reception

- Exploring the seasons and our local environment
- Explore life cycle of animals and plants, including animals that completely change – tadpoles/ frogs, caterpillar/butterflies
- Explore floating and sinking, identify which materials float and sink
- Melting ice / freezing water
- Plant bulbs and seeds independently
- Take responsibility for plants, watering, weeding
- Explore the 5 senses
- Explore vision, texture, sweet, sour, sharp, bitter, cold, hot, spicy, sticky, rough, smooth, bumpy
- Draw information from simple maps
- Identify the first line of their home address

# Expressive Arts and Design

**By the time children finish in the EYFS, we want them...**

- To make a model using malleable materials such as clay
- To know how to mix primary colours to make secondary colours
- To make a detailed observational painting
- To know how to join materials such as paper, card or wood
- To be able to design, plan and then make a model using construction or junk modelling materials
- To be able to sing 3 songs
- To be able to keep a beat using a musical instrument or clapping



# Expressive Arts and Design

## Knowledge, Skills and Understanding

Autumn  
Term

### Preschool

- Experiment with colour and mixing colours
- There are different ways we can get/apply paint onto a surface such as using brushes, fingers and toys
- Patterns can be made of shapes and colour
- Begin to hold a pencil / pen / paintbrush with control
- To apply paint to a surface using a variety of methods (finger paint, brush, rolling toys in it, forks)
- Build with junk model materials
- Cutting with scissors, following horizontal, vertical and diagonal/zigzag lines
- Use glue, masking tape, hammers for creating
- Explore weaving using fabrics and materials
- Enjoy singing along to familiar songs and rhymes
- Learn new nursery rhymes
- Begin to safely use hammers and nails

### Reception

- All other colours can be mixed from the primary colours.
- Use a paintbrush to paint a likeness using paint.
- Printing – with resources, leaves, natural objects, sponges
- Use hammers, screwdrivers, nails and screws to join pieces of wood together
- Create a self portrait with identifiable features of a face
- Create pictures of animals using increasing accuracy, number of legs
- Explore beats and rhythms using a variety of musical instruments
- Use an instrument to continue a rhythm of a familiar song / rhyme
- Respond to music through movement and dance, explore slow and fast musical expressions

# Expressive Arts and Design

## Knowledge, Skills and Understanding

Spring  
Term

### Preschool

- Explore materials to create a collage
- Explore scrunching materials, folding, bending, twisting to create different effects
- Develop imaginative play through small world exploration
- Exploring scale – long pieces of wallpaper, large boxes, contrasts in materials
- Create rubbings of different surfaces, paving, grass, window, table
- Explore pattern through shapes, enclosing shapes with lines and colouring within them
- Listen with increased attention to sound
- Sound matching games
- Develop pretend play using objects to represent other items
- Sing melodic shape of familiar songs
- Create a self portrait

### Reception

- Use graters, peelers, knives and spoons to explore textures of fruit and vegetables, use these for printing
- Use split pins to make pictures with moving parts
- Explore stencils for drawing
- Return to and refine ideas
- Create collaboratively, sharing resources and skills
- Listen to and talk about music, expressing feelings in responses
- Watch and talk about performance art
- Sign in a group or on their own - matching the pitch and following the melody

# Expressive Arts and Design

## Knowledge, Skills and Understanding

Summer  
Term

### Preschool

- Illustrations are used to help to tell a story
- Learn a dance movement, copying actions and learning about sequence
- Draw with increasing complexity and detail such as representing a face with a circle and including the details
- Show different emotions in drawings and paintings
- Remember and sing entire songs
- Sing the pitch and melodic shapes as sung by another person
- Play instruments with increasing control to express feelings and ideas

### Reception

- Looking carefully at pictures to spot information/clues within them
- Look at a series of images and use them to tell a story.
- That looking carefully at pictures can give us lots of information.
- How lots of different pictures can be cut and stuck together to make a new picture.
- Combining materials to create a collage
- Combining resources using glue, sellotape, glue guns
- Explore movement in artwork
- Express feelings and emotions through drawing and music
- Create our own music and songs
- Create a simple map, drawing key symbols and features of maps we have explored