



Early Year's curriculum intent

At Uplands we aim that our learners will gain the following skills from our curriculum. These centre around our Core School Values of kindness, resilience, creativity and respect and incorporate further specific aims for our Early Years Learners to achieve high outcomes

Listen to others **SV Respect**

Link ideas to solve problems **SV Creativity**

Be creative in thought **SV Creativity**

Play co-operatively **SV Kindness**

Show kindness and respect to others **SV Kindness**

Be resilient and persevere **SV Resilience**

Curriculum aims

Have self-awareness of who they are **SV Respect**

Be confident and feel secure

Lead a healthy lifestyle

Manage their personal needs

Show Independent skills

Hold a sense of their community

Key stage 1 ready in key

Gain rich vocabulary
Be deep thinkers

Hold conversations with others



Early Year's curriculum goals

By the end of year R, we aspire that children reach the following curriculum goals

Communication and language	Personal social emotional development	Physical development
<ul style="list-style-type: none"> √ tell a story using sentences in the past tense and in sequence √ partake in a 2-way conversation with a friend √ describe themselves in detail and explain similarities and differences by answering questions √ use new vocabulary √ listen, do and respond in play 	<ul style="list-style-type: none"> √ use own strategies to manage their emotions and calm independently √ embrace new challenges √ play a shared game √ cope with change and be confident to speak to others √ manage all personal needs independently 	<ul style="list-style-type: none"> √ ride a two wheeled bike (balance or pedalled) √ have good posture when sitting (core strength) √ use cutlery correctly to eat meals √ handle pencils and scissors in a controlled way √ climb, walk along, jump off, hop and skip

Literacy	Maths	Understanding of the world	Expressive art and design
<p>✓ write and read back complete sentences</p> <p>✓ Use spacing, full stops and capital letters</p> <p>✓ read simple sentences in a phonetically regular book using at least 10 digraphs</p>	<p>✓ depth and breadth of numbers to 10 including bonds</p> <p>✓ compare quantities and measures</p> <p>✓ count objects, actions and sounds to 20</p>	<p>✓ talk about similarities and differences of things in the past and present</p> <p>✓ talk about how things grow and change</p>	<p>✓ perform a song or dance to a small audience</p> <p>✓ create original ideas through art</p>





Early Year's curriculum implementation

The following approaches will be used to support the curriculum

- √ Daily story sessions with texts that are chosen to build familiarity and encourage reading for pleasure
- √ enhanced small world play pockets in different areas of the environment
- √ questioning for sustained thinking as adult enters the play – subtly listening and observing
- √ Plan do review approach encouraged in child's chosen play
- √ Vocabulary rich talk – echoing child's spoken word, repeating and adding. Vocabulary specifically identified.
- √ text-based approach to environment themes and enhancements – books that add cultural capital, PSED, community, including non-fiction and poetry
- √ Key person relationships for strong home/school partnerships – regular key person time to review learning and share star moments
- √ planned food exploration to include growing, cooking, eating and to introduce healthy foods
- √ Developing role play, dens and social/communication space to encourage talk
- √ Daily phonics, number and literacy taught time
- √ Floor books to capture learning and evaluation and to encourage child's ideas to talk the learning forward
- √ bump into books with chosen pockets of books to follow interests or develop play ideas



Early Year's assessment, observations and recording

The following will support progress towards curriculum goals and a 'good level of development'

- √ Pre-school transfer information and teacher observations to help baseline on entry
- √ Development Matters and own developed 'observation points' used as a check point for on track
- √ Tapestry Journals and Seesaw for photos, WOW moments and next steps
- √ Class learning journeys and floor books to capture learning, thoughts, questions, and future lines of enquiry
- √ Class and corridor displays for children to showcase their learning



Anticipated skills progression towards curriculum goals

We will use the following, in parallel with development matters, to continually check learners are on track. Following observations, we will add carefully chosen adaptations to the environment and timely interventions for children at risk of falling behind.

Communication and language

November	Join in with and use the language from familiar rhymes and stories.	Listen and respond to social phrases throughout the day.	Speak in sentences joined up with words like 'because'.	Join in with refrains and some verses of rhymes, poems and songs.	Listen and respond when prompted.
February	Listen and talk about the plot or problem, main characters their feelings, actions and motives in a story.	Initiate and talk together with a friend about how to organise an activity, solve a problem or explain how things work.	Ask and answer questions to find out more and check understanding. Answer Who ? Where? When ? Then move on to Why ? How do you know ?	Talk and answer questions about pictures, objects and photographs using appropriate vocabulary.	Listen carefully to and talk about rhymes, songs stories and non-fiction books and ideas expressed by others.
April	Use longer sentences when acting out stories and holding a conversation between characters.	Talk about their ideas and thoughts in well-formed complete sentences.	Describe events and people in some detail. Using a range of vocabulary.	Explore the sound and meaning of new words and phrases. Use new vocabulary repeatedly through the week.	Use active listening skills – eye contact, good position, maintain concentration, respond appropriately in a range of situations.
June/July	tell a story using sentences in the past tense and in sequence	partake in a 2-way conversation with a friend	describe themselves in detail and explain similarities and differences by answering questions	use new vocabulary	listen, do and respond in play

Personal social and emotional development

November	Talk about feelings and express happy, sad, angry, worried	Confidence in new social situations	Play with rather than alongside one or more children, extending play ideas	Separate and settle to school. Manage when changes occur in day and at transition points	Putting on and changing coat and wellies and shoes
February	Notice and understand how others feel and express their own feelings	Confidence to try new activities offered and new situations e.g.: assemblies and visitors	Play by sharing and cooperating with others	Confidence to talk to familiar adults and children in small groups	Changing school clothing indecently and dry/clean
April	Manage emotion and calm using support/strategy which may be offered by key person	Set goals and talk about achievements in play (plan do review)	Play a game with rules and turn taking with one other	Share learning to whole class and/or key group Share star moments and ask questions	Manage zips and buttons and fastenings
June/July	√ use own strategies to manage their emotions and calm independently	√ embrace new challenges	√ play a shared game	√ cope with change and be confident to speak to others	√ manage all personal needs independently

Physical development

November	Turn pedals on a bike	To show some control in large movements, i.e. when pulling, pushing, climbing, during tummy time	Able to hold a folk and stab at food in order to pick up food.	To hold chunky writing materials such chinks to make marks. To use larger spring scissors and attempt to cut.	Be able to climb up/ walk across/ jump off climbing equipment with support.
February	To ride bike in a straight line	Progression towards a more fluent style of movement, showing control using their core, e.g. through yoga.	To cut food using a knife.	To hold pencil to form some recognisable letter. To use scissors to cut along a line.	Balance on one foot for a short time. To jump of equipment without support.
April	Negotiate space when using a bike	To sit for a short period on the carpet or desk with back straight/legs crossed.	To hold food still with folk and use seesaw action with knife to cut.	To hold pencil using correct pincer grip to write words. To use scissors to cut around and along shapes showing some control in directions.	To negotiate space and obstacles when running and using sports equipment.
June/July	√ ride a two wheeled bike (balance or pedalled)	√ have good posture when sitting (core strength)	√ use cutlery correctly to eat meals	√ handle pencils and scissors in a controlled way	√ climb, walk along, jump off, hop and skip

Literacy (phonics, writing, comprehension)

November	Spot and suggest rhymes. Recognise some initial sounds in words.	Write all of their name. Use some print and letter knowledge in their early writing. E.g. m for mum.	Listens to stories. Retells a story using visual clues or props. Joins in with familiar rhymes and songs.
February	Segment and blend sounds into words. Read short words. E.g. hat,	Write simple cvc words in their early writing.	Listens intently engaged in stories. Can predict what might happen next.
April	Read some letter groups that each represent 1 sound and say sounds for them e.g. th, ch, sh, ee, or and igh.	Write a simple caption. Write some upper case letters. Write lower case using tripod grip.	Can re-tell a story using role play, small world and story maps. May create own story map.
June/July	Read simple sentences made up of words with known letter- sound correspondences and a few exception words.	Write a short sentence with known sound and letter correspondences using a capital letter and full stop. Spaces between words.	Re-tells stories using own words and recently introduced vocabulary. Anticipate key events in stories. Makes up own stories.

Mathematics

November	Counts by rote numbers to 10. Subitises to 3. Knows that the amount stays the same even when objects move.	Compares amounts using language or more and less. Recognises numerals to 5. Orders numerals to 5. Counts with 1:1 correspondence to 5.	Use language to talk about size and shape. Recognise and repeated pattern.
February	Can subitise to 5. Knows different combinations to make 5.	Recognises numerals to 10 and can put them in order. Identify when less, more or equal.	Know and use some shape names. Use positional language.
April	Confidently shows how to make numbers to 5 and applying this to composition of numbers to 10. Subitises to 8.	Recognises pairs as patterns. Can count with 1:1 correspondence to 10 and beyond.	Use mathematical language to talk about shape and size.
June/July	Deep understanding of numbers to 10 including composition of each number. Knows some double facts.	Verbally count to 20. Compare quantities to 10. Understand odds, evens and double facts.	

Understanding The World

Expressive arts and design

November	Talk about members of their immediate family and community.	Explore the natural world around them. Describe what they feel, see, hear whilst outside.	Cut continuously with scissors. Use pencil, paint and chalks to form shapes and lines. Mixes colours.	Experiments with a range of percussion instruments. Joins in with singing familiar songs. Develops a simple story in role play and small world.
February	Name and describe people who are familiar to them. (experiences of the police, fire service, doctors and teachers)	Draw a simple map of immediate environment or imaginary story setting.	Talks about creations/ cuts curved lines. Uses different textures and combines materials. Explores printing. Beginning to plan before starting.	Plays with others to develop story lines in role play or small world. Rehearses and performs song and action.
April	Recognise that people have different beliefs and celebrate special times in different ways.	Show an understanding of the effect of changing seasons on the natural world.	Uses different techniques and materials to achieve desired effect. Mixes colours to achieve shades. Chooses appropriate tool/join/material.	Compose, copy and play a rhythm. Collects, creates props for role play/small world play story lines.
June/July	Comment on images from the past. Compare and contrast historical figures from the past.	Recognise some similarities and differences between life in this country and life in other countries. Recognise that some environments are different to the one we live in.	Experiments with colour, material, design, form and function. Shares creations explaining process.	Invent and adapt narratives with peers and teachers. Perform songs, rhymes, poems and stories. Moves in time to the music.

Early Year's long term plan – Umbrella ideas to be adapted following observations, floor book evaluations, key person conversations and input from parents

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum ideas	Marvellous me	Imagination land	All creatures great and small	Come Outside – New Life	Fossils and footprints	Wonderful world
Texts and hooks	Supertato Owl babies You choose Oliver's veg Oliver's fruit salad Mixed up chameleon Conker the chameleon <i>Pumpkin soup</i> <i>Autumn is here</i>	Jack frost Hansel and Gretel Farmer duck Goldilocks Dear fairy godmother Jolly postman <i>Dear father Christmas</i> <i>Jolly Christmas</i> Kipper's birthday <i>Postman</i> (open ended dressing up introduced)	Oh no George Non-fiction texts Rainbow fish Monkey puzzle What the lady bird heard Tiddler One snowy night One plastic bag Bright Stanley and the mermaids tale Percy park keepers <i>The emperors egg</i>	A stroll through the seasons Jack and the beanstalk Tadpoles promise The tiny seed Chicken Licken Magic porridge pot <i>Jaspers beanstalk</i> <i>Goodbye winter hello spring</i>	Kipper's toy box Stomp, chomp, big roars here come the dinosaurs Harry and the bucket of dinosaurs The darkest dark Once there were giants	Lighthouse keeper's lunch All kinds of people All are welcome Welcome to our world Snail and the whale Oi get off my train The train ride
Wow moments and enrichment	Autumn trail – seasons – long term study Harvest – food tasting and planting Halloween	Remembrance day Diwali Pirates and princesses (role play and costume) Monsters Dragons Local Walk – post box Nativity – music and performance	Chinese new year Valentines (<i>Guess how much I love you</i>) Vets and pets Habitats - Polar and jungle, Savannah, Woodland, Oceans and reefs Caring for our world Walk – habitats	St David's day World book day Seed planting – bean, sunflower seeds, cress Mother's day Spring Scavenger hunt - maps Easter Farm visit Pond dipping Start of Ramadan	Ramadan Eid Castles Mary Annin – the fossil hunter Dinosaurs Royal family Vehicles through time – beaulieu link Timeline – how I've changed Library visit	Space Holidays – camping Butterflies Beach safety People who help us Maps Sports day Children around the world Train journey? Journeys

				Church visit Spring assembly (parents) Weather forecast videos Chicks hatching – new life	Visitor – grandparent Old and new items – contrasting pairs	
Further units	Pastel portrait painting Agility and balance PE incorporated into outdoors provision <i>Balance ability (outside provider)</i> Dance – Get set for PE Music – singing and nursery rhymes (untuned percussion) <i>RE – looking forward (through key person time)</i> PDL SCARF – Me and my relationships	Poppy painting Local artist study Music – nativity (singing) RE –Jesus’ birthday PE – floor work gym and ball skills PDL SCARF – keeping myself safe	Matisse – the snail – scissors Music – world music and world instruments RE – special clothes PE – dance and yoga PDL SCARF – valuing difference	Art -Monet water lilies – colour mixing and observation Music – spring ass (song and poem) RE – celebration new life PE – gym apparatus and target games PDL SCARF – rights and responsibilities	Textiles Sewing - flags RE – Special people PE – athletics and invasion games Music – responding to music PDL SCARF – being my best Artist Kandinsky - maths	RE – Shabbat (transition unit) PE – athletics and striking games Music – transition unit – composing PDL SCARF – growing and changing
Phonics	LW letters and sounds foundation and Phase 2	LW letters and sounds Phase 2	LW letters and sounds Phase 3	LW letters and sounds Phase 3	LW letters and sounds Phase 4	LW letters and sounds Phase 3/4
Maths	Getting to know you <ul style="list-style-type: none"> - Times - Routines - Timetables - positional Just like me <ul style="list-style-type: none"> - match and sort 	It’s me 1 2 3 <ul style="list-style-type: none"> - representing, comparing and composition of 123 - circles and triangles Light and Dark	Alive in 5 <ul style="list-style-type: none"> - zero - comparing to 5 - bonds to 5 - composition of 4 and 5 - mass and capacity 	Building 9 and 10 <ul style="list-style-type: none"> - bonds to 10 - 3D shape - Pattern Consolidation and check point	To 20 and beyond <ul style="list-style-type: none"> - Building beyond 10 - Counting beyond 10 - Spatial awareness - Match and rotate 	Find my pattern <ul style="list-style-type: none"> - Doubling - Sharing - Even - odd On the move <ul style="list-style-type: none"> - patterns - relationships - mapping

	<ul style="list-style-type: none">- compare amounts- compare measure	<ul style="list-style-type: none">- one more and one less- representing numbers to 5- 4 sided shapes- time	<p>Growing 6 7 8</p> <ul style="list-style-type: none">- Making pairs- Combining groups (+)- Length- height- time		<p>First then now</p> <ul style="list-style-type: none">- Adding and taking away- Compose- Decompose	
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