



Skelton
PRIMARY SCHOOL

Early Years Curriculum Overview

Curriculum Overview

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EY Curriculum



HEARTWOOD
LEARNING TRUST

Our Vision for Excellence EYFS

Our vision

To provide environments where children and young people can thrive.

Life in all its fullness - a place to thrive

Outcomes required to realise our vision:

A respectful community, with a culture of thankfulness and appreciation, where we celebrate diversity.

High quality first teaching across all of our schools, in every learning session, without exception.

A broad and balanced educational offer which develops our pupils academically, practically, socially and spiritually, leading to outcomes above national benchmarks.

Strong, sustainable and ethical leadership at all levels of the organisation.

Values for Excellence – think of how a Y6 child should leave/what they take with them as they move on

Respect

Teamwork

Kindness

Independence

Knowledge

Self Confidence

Well being

Self esteem

Drivers for Excellence in EYFS underpinned by the Characteristics of Effective Learning

Adults as facilitators of learning	The environment as the third teacher	Purposeful resources	First hand experiences	Strong relationships	Talk rich
Highly skilled adults who are supported through regular CPD in order to be EYFS experts	The environment is culturally representative, sensitive of its community, embraces nature, kinaesthetically pleasing, calm, welcoming. Support the characteristics of effective learning.	Materials are thoughtfully added to the environment to promote creativity, thinking and problem solving skills, questions, experimentation and open-ended play.	Experiences are carefully planned to support the cohort of children, taking into account their starting points, learning needs and communities.	Nurturing relationships are invested in effectively and support children to develop high confidence, self esteem and value their sense of self.	The development of essential communication skills for life regardless of barriers underpin all decisions made by adults. Language acquisition is aspirational.

Knowledge rich curriculum for Excellence in EYFS

Early Mathematics	Communication	Early Reading	PSED	Knowledge of the World	Expression through Art and Design	Physical development	Early Writing
Children develop number skills and improve knowledge and understanding of early mathematical concepts.	Adults explicitly support communication and language through talking, verbal expression, modelling language and reasoning.	A love of sharing and enjoying books is developed. Children can express themselves verbally and comment and question what they see in books. Children know that print carries meaning. They use their phonic knowledge to decode for reading.	Children develop the skills of self-confidence and self-awareness. They can regulate their behaviour showing independence and resilience. The ability to work collaboratively is developed. Cooperation and friendships are fostered.	Children build up knowledge of the world including the environment, creatures, people and places, past and present and different religions and cultures, similarities and differences.	Children know about and are able to apply different skills and techniques using a range of media and materials. They are able to express themselves creatively and imaginatively.	Children master control of their body. They obtain the dexterity to control tools and manipulate objects. Gross motor skills enable whole body movements with coordination, control and confidence. Children are knowledgeable about the things that can help to keep them healthy.	Children write simple sentences and phrases that can be read by others using their phonic knowledge to encode for spelling.

EY Curriculum

Characteristics of Effective Learning

Playing and Exploring – Engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

Active Learning – Motivation

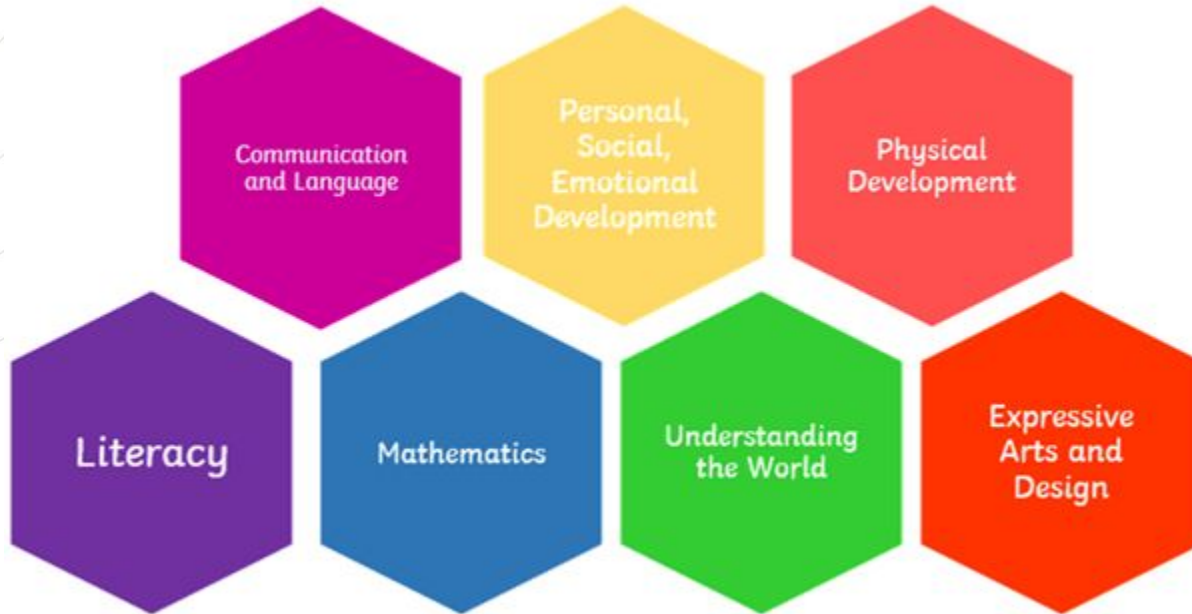
- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

Creating and Thinking Critically – Thinking

- Having their own ideas
- Making links
- Choosing ways to do things







EY Curriculum

Prime areas and specific areas









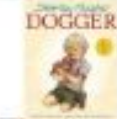














Phonics

HLT Read Write Inc. Progression Document

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>Read single letter Set 1 sounds Set 1B:</p>  <p>16 sounds (first 16 sounds)</p>	<p>Read all Set 1 sounds, blend sounds into words orally Set 1C:</p>  <p>25 sounds (all Set 1 single letter sounds)</p>	<p>Blend sounds to read words; read short Ditty stories. Ditties:</p>  <p>25 sounds (all Set 1 single letter sounds)</p>	<p>Read Red Storybooks. Red Ditty Books:</p>  <p>31 sounds (Set 1 Special Friends)</p>	<p>Read Green Storybooks; read some Set 2 sounds Green books:</p>  <p>35 sounds (4 double consonants)</p>	<p>Read Green Storybooks; read some Set 2 sounds Green/Purple books:</p>  <p>41 sounds (first 6 Set 2 sounds)</p>

Reading

SKE Talk Through Stories - Reception						
Autumn 1	Ravi's Roar 	Ruby's Worry 	Lost and Found 	The Squirrels who squallbled 		
Autumn 2	Owl Babies 	Stick Man 	Room on the Broom 	Christmas Story		
Spring 1	The Koala who Could 	Dogger 	Five Minutes Peace 			
Spring 2	Handa's Hen 	Farmer Duck 	Supertato 			
Summer 1	The Scarecrow's Wedding 	The Giant Jam Sandwich 	The Lion Inside 	Zog 		
Summer 2	Billy's Bucket 	My Monster and m 	Tiddler 	The Rainbow Fish 		

Writing

RWI Spelling words and writing sentences



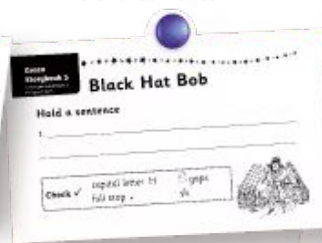
Reading interesting storybooks



Questions to talk about



Hold a sentence



Creative Writing

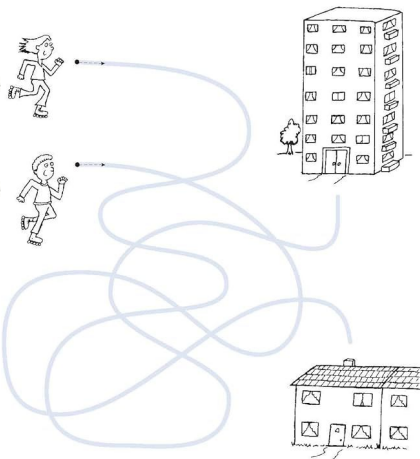


Handwriting

Nelson Handwriting and RWI

a b c d e
f g h i j k
l m n o p
q r s t u
v w x y z

Trace the lines. Colour the pictures.



How did you get on? Colour one of the faces to show how well you did.



Speed Sounds Set 1

m m	a a	s s	d d	t t
i i	n n	p p	g g	o o
c c	k k	u u	b b	f f
e e	l l	h h	sh sh	r r
j j	v v	y y	w w	th th
z z	ch ch	qu qu	x x	ng nk

Maths

Whitrose Maths

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Getting to know you		Match, sort and compare		Talk about measure and patterns		It's me 1, 2, 3		Circles and triangles	1, 2, 3, 4, 5		Shapes with 4 sides
Spring	Alive in 5		Mass and capacity	Growing 6, 7, 8		Length, height and time		Building 9 and 10		Explore 3-D shapes		
Summer	To 20 and beyond		How many now?	Manipulate, compose and decompose		Sharing and grouping		Visualise, build and map		Make connections	Consolidation	

Small steps

Step 1

Introduce zero

Step 2

Find 0 to 5

Step 3

Subitise 0 to 5

Step 4

Represent 0 to 5

Step 5

1 more

Step 6

1 less

Step 7

Composition

Step 8

Conceptual subitising to 5

Introduce zero

Notes and guidance

In this small step, children are introduced to the concept of zero. They will already have some practical understanding of 'nothing there', 'none' or 'all gone'.

Here, they learn that the number name 'zero' and the numeral 0 can be used to represent this idea. Throughout this small step, support children to notice where they see 'zero'. For example, they may notice zero cookies on a plate or see zero leaves on a tree. They can also then be introduced to finding and recognising the numeral in the classroom and outdoor environment.

Provide frequent opportunities in planned activities, as well as in provision inside and out, to apply this understanding (for example, noticing that there are zero children playing in the sand).



Rhymes

- *Five Little Monkeys Jumping on the Bed*



Books

- *Zero is the Leaves on the Tree* by Betsy Franco

Key questions

- Where can you see zero _____?
- Where can you see the numeral zero?
- How many can you see?
- How can you make this amount into zero?

Possible sentence stems

- I can see zero _____ .
- There are zero _____ .
- I know this is zero because...
- I know this is not zero because...

Links to the curriculum

- *Development Matters* – Reception – Link the number symbol (numeral) with its cardinal number value.
- *Birth to 5 Matters* – Range 5
 - Begin to recognise numerals 0 to 10
 - Links numerals with amounts up to 5 and maybe beyond

Introduce zero

Adult-led learning



Use popular counting back songs such as *Five Little Monkeys Jumping on the Bed*. Encourage children to take on the role of the five monkeys using props such as monkey ears.



Represent each verse with counters on a five frame, displaying the numerals alongside. Emphasise that when we get to zero, there are no monkeys left to jump.



Share stories such as *Zero is the Leaves on the Tree* by Betsy Franco. Encourage children to notice where they see zero.

Children can create their own pages for a class book to represent zero in different ways.



Provide images showing familiar numbers alongside zero to support children's understanding that zero represents the absence of something.



Can children say when images show zero and not zero?



Go on a 'zero hunt' around school or in the local environment.

Prompt children to notice where they see zero. Encourage children to take photographs of the examples they find.



How many different examples of zero can they find? Where can they see the numeral '0'? Does it always mean there are zero items there?

1 less

Notes and guidance

In this small step, children build on their knowledge of '1 less' from 1–5 to work with the numbers to five including zero. They recognise that when counting back, we can include zero after 1.

In the same way as for '1 more', children should be supported to embed the stable order of the numbers from five to zero and understand that the order of the numbers does not change.

Encourage children to represent the '1 less' pattern as they count and use a variety of manipulatives and situations to model this.

Use number rhymes that descend to encourage children to demonstrate their understanding of the pattern of numbers.



Rhymes

- *Five Little Snowmen*



Books

- *Five Small Stars* by Elizabeth Matterson and Madge Bugden

Key questions

- How many are there?
- How many are there now?
- What is 1 less than _____?
- What is the number before _____?

Possible sentence stems

- _____ is 1 less than _____
- 1 less than _____ is _____
- The number before _____ is _____

Links to the curriculum

- *Development Matters* – Reception – Understand the 'one more than/one less than' relationship between consecutive numbers.
- *Birth to 5 Matters* – Range 6 – In practical activities, adds one and subtracts one with numbers to 10

1 less

Adult-led learning



Model rhymes such as *Five Little Snowmen* with children.

Use children and props at the front of the class to emphasise the '1 less' pattern and the amount decreasing.



Prompt children to use five frames to represent the snowmen.



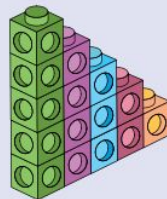
Spread out a range of dot plates on the floor. Show children a dot plate or picture card. Prompt children to find the dot plate that shows 1 less than the one you are holding.



Leave the dot plates out for children to re-enact the activity, taking it in turns to play the teacher's role.

Use blocks or cubes to make staircase patterns. Encourage children to notice the 1 more and 1 less pattern.

Provide opportunities for children to build their own staircases. How many items are needed for each step? Prompt them to match them to a number track.



With children, count up to four items into a bag.

Ask them to confirm how many there are in the bag.

Put 1 cube in or take 1 cube out. How many are there in the bag now?



Include examples of 1 less than one is zero and 1 more than zero is one. Once children are confident with predicting 1 more and 1 less, this can be extended to 2 more or 2 less.









Encourage children to use their fingers or five frames to represent the hidden objects.

Maths

Mastering Number



Topic

Autumn 1 02.09-23.10 (8 wks)	Autumn 2 04.11-19.12 (7 wks)	Spring 1 06.01-13.02 (6 wks)	Spring 2 23.02- 27.03 (5 wks)	Summer 1 13.04 - 22.05 (6 wks)	Summer 2 01.06-17.07 (7 wks)
<p>Me and My Community</p> 	<p>Starry Night</p>  <p>Sparkle and Shine</p> 	<p>Once Upon a Time</p> 	<p>Ready Steady Grow</p> 	<p>Creep, Crawl and Wiggle</p> 	<p>Moving On (Reception)</p>  <p>On the Beach</p> 
<p>To support children settling into school routines and learn school expectations.</p> <p>To teach children about their community and the local amenities.</p> <p>To support children in exploring and learning about the changing season (Autumn).</p>	<p>To teach children the differences between the world in the day and at night and what a nocturnal animal is.</p> <p>To explore space and learn about our planet.</p> <p>To teach children about the cultural celebrations that take place in communities at this time of year.</p>	<p>To share with children a wide range of stories, including those from other cultures, to encourage a love of reading.</p> <p>To teach children the skills involved in acting out and retelling familiar stories.</p>	<p>To teach children where food comes from and how it is grown, exploring farming.</p> <p>Compare farming in different countries.</p> <p>To look at plants and animals and what they need to grow.</p> <p>To look at what we need to live a healthy lifestyle.</p> <p>To learn about the parts of a plant.</p>	<p>To teach children about the minibeasts that live in their local environment and their different features and the habitats they live in.</p> <p>To explore microhabitats.</p> <p>To learn about and order the life cycle of a butterfly.</p>	<p>To experience the seaside</p> <p>To learn about the seaside in the past.</p> <p>To teach children about the importance of caring for global environments, exploring plastic pollution.</p> <p>To support children in reflecting on their experiences during the Reception year and to</p>

PSHE

Jigsaw

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations



RE

RE Today - NATRE

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Which stories are special and why? (Thematic)	Why is Christmas special for Christians? (Incarnation)	Which places are special and why? (Thematic)	Why is Easter special to Christians? (Salvation)	Why is the word of God so important to Christians? (Creation)	Being special: where do we belong? (Thematic)

PE

Total Sports

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Introductions to PE (Fundamentals of PE	Gymnastics, (balancing and movement)	Dance (movement and coordination)	Ball skills (throwing and catching, aiming)	Games (applying skills to games)

Assessment

Baseline

Reception baseline assessment

Improving the way we measure progress in primary schools



Standards
& Testing
Agency



**Reception Baseline
Assessment**

Assessment

WellComm



The WellComm – RAG rating



GREEN - Language skills are age appropriate: Share appropriate universal health promotion advice such as the key messages from Talk & Play Everyday (TAPE) leaflets

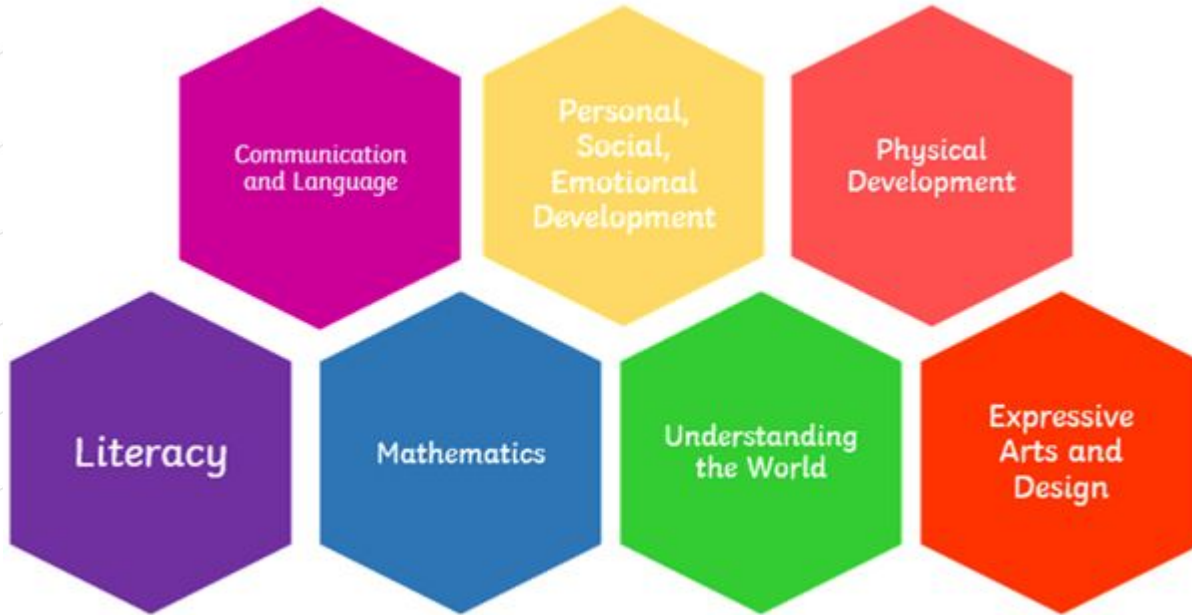
AMBER - Language skills are mildly delayed: continue screening using score sheet from age band below until child receives a GREEN score.
Provide targeted support using activities/advice from The Big Book of Ideas Signpost to SLT drop-ins & Chattertime as well as offer TaPE leaflets
Repeat screen in 3 months.

RED - Language skills are significantly delayed
Repeat the screening using the score sheet from the age band below until the child receives a GREEN score.
Set up targeted support as above for AMBER: using activities and advice from the Big Book of Ideas; signpost to Chattertime
Complete immediate referral to SLT team

Figure 3: The WellComm RAG rating and next steps shared with EY practitioners as part of training

Assessment

End of year assessment



Good Level of Development (GLD)

Personal, Social and Emotional Development

Physical Development

Communication and Language Development

Literacy

Mathematics