

Ticket to: a journey from novice to expert (Early Years Foundation Stage)



Literacy

where it all begins: confident communicators are immersed in a world of words through exposure and engagement in a range of high quality texts that inspire our little learners. Oracy, vocabulary and comprehension are at the heart of our curriculum and are embedded in our provision. Talk for writing, stories and rhymes spark curiosity and imagination, taking children on a journey of adventure and discovery. Communication and language underpin all areas of learning.

By the end of Foundation Stage learners:

Listening, Attention & Understanding (C&L)

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking (C&L)

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Comprehension (Literacy)

Demonstrate understanding of what is being read to them by retelling stories and narratives, using their own words and recently introduced to vocabulary.

Anticipate (where appropriate) key events in stories.

Use and understand recently introduced vocabulary during discussions, about stories, non-fiction, rhymes, and poems, and during role-play.

Word Reading (Literacy)

Say a song for each letter in the alphabet and at least 10 digraphs.

Read words consistent with the phonic knowledge by sound blending.

Read aloud, simple, sentences and books that are consistent with the phonic knowledge, including some common exception words.

Writing (Literacy)

Write recognisable letters, most of which are correctly forward.

Spell words by identifying sounds in them and representing the sound with a letter or letters. Write simple phrases and sentences that can be read by authors.



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Physical Development



Our Active All Stars begin their pursuit of happy, healthy & active lives in the Early Years. Here they develop their fine & gross motor skills and gain core strength & co-ordination, all of which are vital to all round physical and mental health development.

Lower Foundation

Little movers will:

- put on & fasten their coat
- dress themselves with support
- know that exercise is healthy for their body & mind.



Healthy body,
healthy, mind

Little movers will:

- Ride a scooter and three wheeled bike
- Climb safely with support
- Move their body in creative & exciting ways in response to a stimulus.
- Balance safely

Movement

Little movers will:

- Choose the right resources to carry out their plan e.g. build a castle.
- Use equipment to solve problems with support.
- Join in with some simple group games.
- Try their best

Tactics &
Strategies

Little movers will:

- Choose the correct technique to successfully complete physical challenges.
- Know which hand they prefer to use.
- Hold their pencil correctly with a tripod grasp to write their name.
- Select & use one handed tools safely & effectively with support.



Techniques

Upper Foundation

Little movers will:

- dress & undress themselves independently & confident.
- know & explain why exercise is good for their body & mind.
- Make healthy lifestyle choices to care for my body & mind.



Little movers will:

- Steer a bike safely, avoiding obstacles.
- Climb independently & confidently.
- Move my body in a controlled fluent style in responses to a creative stimulus
- balance independently, and confidently on a variety of apparatus



Little movers will:

- Play a game on their own or as a member of a team.
- Be a positive team player & respect all competitors.
- Use & adapt equipment to solve problems & explain their choices.
- Be determined to succeed.

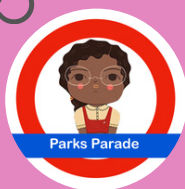


Little movers will:

- Successfully throw, catch, kick and pass a ball to my friend.
- form letters correctly & write accurately with speed.
- Select & use one handed tools independently, effectively with confidence.



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Personal, Social & Emotional

Our nurturing learning environment has Personal, Social & Emotional Development at its heart. Our children recognise that they are unique, special & important and that they have responsibilities to show sensitivity and consideration for others. Children develop respectful relationships, resilience & independence, becoming emotionally attentive citizens of the future.

By the end of Foundation Stage learners:

Families & relationships-

Family



Know the names & describe the different members of their family.
Know & understand that all families are valuable & special.
Citizens talk about their families & why they love them.
Citizens talk about people that hold a special place in their life.



Safety & the changing body-being safe (including online)

Know that some rules are in place to keep us safe.

Know how to behave safely on the pavement & when crossing roads with an adult.

Citizens consider why it is important to follow rules.

Citizens explore what it means to be a safe pedestrian.

Health & Well-being - Mental wellbeing



Know (name) some different feelings & emotions.

Know that they are a valuable individual.

Know that facial expressions can give us clues to how a person is feeling.

Know that they can learn from their mistakes.

Know some strategies to calm down.

Citizens identify how characters within a story may be feeling.

Citizens identify & express their own feelings.

Citizens explore coping strategies to help regulate emotions.

Citizens explore different facial expressions & identify the different feelings they can represent.

Citizens explore ways to moderate behaviour, socially & emotionally.
Citizens explore coping with challenge when problem solving.

Families & relationships-

Friendships

Know that we share toys so that everyone feels involved & no one feels left out or upset.
Citizens develop strategies to help when sharing with others.
Citizens explore what makes a good friend.

Families & relationships- respectful relationships

Know that different people like different things and that all people are valuable.

Know that it is important to help, listen & support others when working in a team.



Know that it is important to tell the truth.

Citizens think about what it means to be valued.

Citizens explore the differences between us that make each person unique.

Citizens consider the perspectives & feelings of other.

Citizens learn to work as a member of a team.

Health & Well-being- physical health & well-being

Know that exercise means moving our body & it is important.
Know that yoga can help our bodies & minds relax.

Citizens explore how exercise affects different parts of the body.

Health & Well-being-health & prevention

Know that having a naturally colourful diet is one way to try & eat healthily.
Citizens discuss ways that they we can take care of ourselves.

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Mathematics

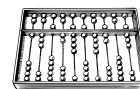


Our mini mathematicians begin their journey of mathematical exploration and discovery through practical, hands on learning experiences. Our novices engage in teacher led learning alongside continuous provision to enable our little learners to apply their knowledge.

By the end of Foundation Stage learners:

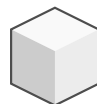


Number (Maths)



Have a deep understanding of number to 10, including the composition of each number.

Subitise (recognise quantities without counting) up to 5.
Automatically recall (without reference to rhymes, counting, or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts.



Numerical Patterns (Maths)



Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including even and odd, double facts, and how quantities can be distributed equally



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Understanding The World - History

Our Historians begin their journey in the early years, through a rich, diverse, challenging and enquiry based curriculum, "Understanding the world". Historians study the past and present, exploring their families and communities, beginning with the familiar and personal, leading to new discoveries about the past. Through travelling back in time, we ignite a passion in our Historians, develop a sense of identity and an understanding of our diverse world.

By the end of Foundation Stage learners:

Chronological understanding



- Use every day language related time.
- Order and sequence familiar events.
- Sequence, chronological events of familiar stories.
- Talk about past and present events in the lives and the lives of family members (sequence three photographs and describe the changes through the passage of time.



Significance

- Recognise and describe, special times or events for family and friends.

Historical Interpretation



- Begin to identify a way in which the past is represented (photographs)
- Use photographs to talk about their families past recognising the photographs tell stories about our past.
- Know that information can be retrieved from books and the Internet.
- Record own findings using marks they can interpret and explain.



Historical enquiry



- Be curious about people and show interest in stories.
- Answer how and why questions in response to stories or events
- Explain own knowledge and understanding and ask appropriate questions.

Hierarchy and power



- Talk about the life of people around them and their roles in society, e.g. police, kings and Queen

Empire



- Discuss the past three characters, settings, and events encountered in storytelling- kingdom, invasion

Cause and consequence

- Question why things happen and give explanations.
- Remember events from lived experiences and identifying simplistic consequences, e.g. lost toy, hurt knee.



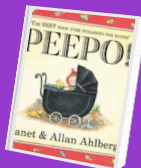
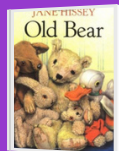
Change & Continuity

- Look closely at similarities and differences, patterns, Look closely at similarities and differences, patterns and change.
- Develop an understanding of growth, decay and change over time within their family.



Similarity & Difference

- Know about similarities and differences between themselves and others, and among families, communities and traditions.



Lower Foundation



Upper Foundation

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Understanding The World -Geography



Our geographers begin their journey to becoming exceptional explorers in their study of, "Understanding The World, People, Culture and Communities & The Natural World. Early Geographers are guided to make sense of their physical world and community through a range of personal experiences. We ignite geographers curiosity & fascination about the world & it's people, becoming compassionate citizens.

By the end of Foundation Stage learners:



Space

Explorers develop an understanding of how natural and man-made spaces are designed for a particular purpose e.g. my school, my house

Place

Explorers observe & talk about key features of places e.g. I know where I live & how it fits into my local community. Explorers discuss questions such as, 'what kind of place is this and why is it like this? How is the place changing? What would it be like to live here/ there?



Scale

Explorers are beginning to understand that a place becomes 'bigger' when we 'zoom in' and take a closer look.



Interconnection

Know that everyday items that I use & need can come from all around the world.

Explorers are beginning to understand that people are connected with places in a variety of ways e.g. food supplies, jobs.



Environment

Know how to care for the environment e.g. pick up litter, turn off lights, save water. Explorers show care and respect for living things & the natural environment.

Explorers are developing to become 'environmental champions.



Sustainability

Know that certain materials can be recycled and why we should do so. Explorers care for the world around them, recycling & conserving.



Change

Explorers are developing their understanding of change in their immediate environment through observations & discussions e.g. seasonal walk/ journey sticks.



Lower Foundation texts



Upper Foundation texts



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Understanding The world

Understanding the world, our scientists explore, problem solve, predict, observe, think and communicate about our wonderful world. Through asking questions which lead to child led enquiry based learning children develop a sense of fascination and curiosity.

By the end of Foundation Stage learners:

Biology

Habitats



Know that animals live in different environments

Animals including humans



Explorers observe & discuss the key features of a life cycle of a plant & animal (including a human).
Know how to care for their own health & well-being e.g. drinking water, brushing teeth, exercising, sleep.

Plants



- Know that living things need different things to grow (plants need water & sunlight).
- Know how to grow and care for a plant.

Chemistry

Materials

Know how to describe the materials they are touching e.g. soft, hard, rough, smooth
Scientists explore collections of materials with similar & different properties.



Materials

Know & observe what happens when a material changes state e.g. chocolate melting/ water freezing.



Physics



Know and observe seasonal changes.

Scientists use observational skills to note what happens to the weather/trees plants etc throughout the year.

Explorers investigate and discuss the different forces that they can 'feel' (gravity/ push/ pull)



Know that Earth has a moon that travels around our planet.
Know that a famous astronaut, Neil Armstrong, was the first person to set foot on the moon.



Know that shadows are formed when an object blocks light.
Know - light & dark
Explorers can use torches to create shadows.



Working Scientifically

Explorers ask questions to find out more & talk about aspects of the world around them, using increasingly accurate vocabulary, making observations & recordings (e.g. pictures, mark making)



Explorers can discuss why things happen & how things work.

Explorers can observe similarities, differences, patterns & change.



Explorers can ask questions to deepen their understanding.

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Expressive Arts- Music

Our early years singers, performers & musicians, develop a love of the 'Expressive Arts' through daily engagement with rhymes, songs & a range of music. Music interweaves through all areas of learning. Music can change the world and is the strongest form of magic.

I can show an interest in the way musical instruments sound by banging, shaking, tapping or blowing.

I can join in singing favourite songs and make up simple songs of my own.

I can describe the sounds of different instruments.

I can move my body in response to music and express how it makes me feel.

I can control musical instruments and use them to play loudly/ softly. Fast/ slow (tempo)

I can identify and match an instrumental sound.

I can explore and use a range of percussion instruments, including my body, to create different sounds.

I can talk about and describe, sounds I hear, using increasing musical vocabulary.

I can perform and sing a variety of songs.

I can create music based on a theme and use my body to respond to different musical styles.

I can keep a steady beat and copy, simple rhythmic patterns.



Lower Foundation



Upper Foundation



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Technology

In EYFS there are opportunities for children to use a range of technology to solve problems and produce creative outcomes. We recognise our youngest children's understanding of technology will play a vital role in their early development and their success with computing in the future.

I can explore technological toys with buttons, flaps mechanisms and moving toys.



I am aware of different technology around the home and school, and its purpose in every day life.

I can use technology for a purpose, including ipads and cameras.



I can use simple programmable toys for a purpose (e.g Bee Bots)

I can use every day technology in my play.



I am becoming aware about keeping myself safe when using technology.

Lower Foundation



Upper Foundation

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Expressive Arts & Design - Art & Design



On our journey to becoming accomplished artists and dynamic designers, our children are immersed in creative and imaginative activities which encourage exploration and experimentation with a range of media and materials. We inspire curious learners to express themselves, enabling them to make their mark and direct their own learning to produce unique and marvellous masterpieces. "Life is the canvas, you are the paint, make your mark".

By the end of Foundation Stage learners:

Painting

- Recognise and name the primary and secondary colours (red blue, green, yellow orange purple) and brown, black white

Techniques

- Explore a range of ways to transfer paint to a surface e.g. finger, brush, sticks, sponge, printing, potatoes, etc

Colour theory

- Select colours for a purpose to create an accurate visual representation of a given object e.g.-red or green

Mixed Media

- Know that any media can be combined to create a new effect.
- Play with combinations of materials to create simple, collage effects
- Use natural found materials to combine a range of media e.g. journey sticks

Evaluating

- Know that I can improve my own work through discussions with others.
- Discuss what I like/don't like about my own work.

Digital Media

- Know that technology can be used to produce artwork.
- Use the ipad to capture a digital image.
- Begin to experiment with digital drawing apps to draw and create images.

Knowledge of artists

- Describe simple observations
- Make simple reference to colour and shape

Specialisms

- Understand that, as an artist, we can use a variety of materials to make marks which can represent objects, feelings and emotions in a creative and expressive way

Sculpture

- Construct using a range of media.
- Cut shapes and use modelling tools in a safe way
- Build and construct using a variety of objects
- Work in a playful, exploratory way, using a variety of media to build in three dimension



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Expressive Arts & Design (D&T)

Dynamic designers prepare to navigate our rapidly changing world. Through the study of Expressive Arts and Design our little learners develop as individual, creative problem solvers and thinkers. Purposeful making involves creativity, imagination and fun, as well as building resilience through making marvellous mistakes. Our designers and crafters construct with a purpose, safely using and exploring a variety of materials, tools and techniques.

By the end of Foundation Stage learners:

Designers can choose the resources they need for their chosen activities.

Know how to handle equipment and tools effectively.
Know how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Designers use what they have learnt about media and materials in original ways, thinking about uses and purposes.

Designers represent their own ideas, thoughts and feelings through design and technology.

Designers know the importance for good health and of a healthy diet.

Characteristics of effective learning-

Designers show curiosity about objects, events and people.

Designers find ways to solve problems / find new ways to do things / test their ideas.

Designers check how well their activities are progressing and change strategy as needed.
Designers review how well the approach worked.

Designers create simple representations of events, people and objects
Designers plan & make decisions about how to approach a task, solve a problem and reach a goal.

Designers questions why things happen
Designers engage in open-ended activity.
Designers think of ideas.

Designers use senses to explore the world around them.



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Understand The World - religious education



Through the study of Personal, Social and Emotional Development and Understanding of the World, children discover that it is possible to live together peacefully with each of us playing our part in our multicultural world. Exploring our wonderful world, it's people and communities, children appreciate and value others, recognising that diversity is to be celebrated and embraced.

By the end of Foundation Stage learners:

Belief



Theologians will recount a biblical/religious story, using recently introduced vocabulary through talk for writing, song or role play.
Theologians will respond expressively to religious stories, songs, dances and engage in imaginative play.

Theologians will talk about the lives of people around them.
Know that people visit places of worship that are special to them.
Theologians will talk about simple similarities and differences between people in their communities.

Impact



Connections



Know and talk about school values, the difference between right and wrong and good or bad choices.
Theologians will show sensitivity towards their own and others needs & feelings.
Theologians will respond to religious stories, and songs.

Theologians will listen attentively to a wide range of stories from different religions and ask questions about these.

Use new vocabulary to talk about religious materials, artefacts, songs, celebrations and stories.
Theologians will share their own ideas and beliefs.



Lower Foundation



Upper Foundation