



Morton Trentside Primary School

Early Years Foundation Stage
Curriculum – Preschool

Early Years Foundation Stage

Intent Together we care, learn and thrive.

In our Foundation Stage, we aim for every child to have an exciting, creative and inspiring first year at school allowing them to have the best possible start to their learning journey.

We encourage every child to become independent, resilient and enthusiastic learners who thrive at school. Children learn with their friends, inside and outside and have opportunities to express themselves, develop their creativity and explore the world around them.

Through three overarching topics, we explore mini topics to ensure that children are engaged and excited about their learning. We ensure that learning is based on children's interests and provides them with real-life experiences and memories to treasure. We constantly review learning to ensure knowledge and skills are embedded and we continuously revisit learning and skills throughout the Foundation Stage year. We build upon what the children can do and ensure appropriate support and challenge is in place to broaden and deepen their understanding. We believe that it is so important to create a solid foundation for every child during their first year at school. Therefore, we ensure that focus is placed upon communication and language, and personal, social and emotional development. We value and promote the importance of essential life skills such as table manners, using a knife and fork and road safety.

We hope to inspire every child to enjoy reading and love books. We read stories together every day and dedicate time to share books with friends in Foundation Stage and other year groups. Children begin learning to read upon entry to school through the Read Write Inc. programme that is delivered effectively by all of our trained staff within school. This allows every child to make rapid progress and develop their phonic knowledge quickly so they are able to start reading and enjoying stories independently.

By the end of the Foundation Stage year, we aim for every child to have reached their full potential and to have flourished into charismatic, resilient and responsible learners who are ready for the next step in their learning journey.

Implementation - EYFS Overview

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 1
Topic	All about me	All about me	Oh, the places you'll go!	Oh, the places you'll go!	Fiction, Fantasy and Fairy Tales	Fiction, Fantasy and Fairy Tales
Life Skills	Table manners Cutting and chopping skills Putting on our coats Using the toilet independently Beginning to understand our emotions	Caring for others Manners, being polite and respectful How to be a good friend People who help us Developing independence Developing resilience	Stranger Danger Road Safety Zipping up our coats What to do if you get lost Developing listening skills Post a letter	E safety First Aid Looking after our planet Experience our natural environment e.g. roll down hills, climb trees	Conflict resolution Taking into account the feelings of others Keeping ourselves safe (Big Talk)	Moving on Setting goals Being proud of our achievements
Communication and Language	C and L in role play Listening to stories rhymes and songs Taking part in whole class discussions Understand a one part instruction Understanding why listening is important Engaging in fiction and non-fiction books Sing familiar songs Continue conversation	C and L in role play Listening to and engaging in stories Joining in with whole class discussions Understand a two part instruction Answering questions Retelling stories Engaging in non-fiction books and exposure to new vocabulary Sing familiar songs Initiate conversations	Expressing ideas and point of view Asking questions Holding a conversation Using new vocabulary when talking Remember some key events in stories Using full sentences when talking – extending using connectives Using past, present and future tense Explanations	Answering questions Asking questions Holding a conversation Learning rhymes and poems Remember some key events in stories Using new vocabulary when talking Using full sentences when talking Using past, present and future tenses	Responding to instructions Asking questions Holding a conversation Using new vocabulary when talking Using full sentences when talking Using past, present and future tenses Explanations Retelling stories Solving conflicts	Answering questions Asking questions Holding a conversation Using new vocabulary when talking Using full sentences when talking Retelling stories
Literacy	Name recognition Knows that print has a meaning Opens a book at the front and turns pages in sequence Talk about stories Mark making	Name recognition Knows that print has different purposes Opens a book at the front and turns pages in sequence Recognise words with the same initial sound Talk about stories Give meaning to marks we make	Trace name Knows that print has different purposes Know that English text is read from left to right and top to bottom Count or clap syllables in a word Use new vocabulary related to books they read Use knowledge of print in their early writing	Trace name Knows that print has different purposes Know that English text is read from left to right and top to bottom Count or clap syllables in a word Use new vocabulary related to books they read Use knowledge of print in their early writing	RWI Name writing Can name different parts of a book Spot and suggest rhymes Use knowledge of letters in their early writing	RWI Name writing Can name different parts of a book Spot and suggest rhymes Use knowledge of letters in their early writing and write some letters accurately
Core Reading Texts	My Many Coloured Days The Colour Monster Super Duper You	My Map Book The Enormous Turnip	Bob, Man on the Moon The Marvellous Moon Map	The Very Hungry Caterpillar Dear Zoo	There is No Dragon in this Story Supertato	Three Little Pigs Goldilocks and the Three Bears

Additional Texts	Guess How Much I Love You My Mum and Dad make me laugh	Elmer The Rainbow Fish You Choose Kindness makes us strong	Beegu The Naughty Bus Astro Girl Hooray for Fish! Commotion in the Ocean	Jasper's Beanstalk How to grow a Dinosaur World in Danger Jessie the Jellyfish Wriggle and Roar	The Night Pirates Tell me a Dragon Zog Super Worm	Suddenly The Magic Porridge Pot
Maths	Fast recognition of up to 3 objects Recite numbers to 5 Name some 2D shapes Use everyday language to describe shapes e.g. round, tall Talk about patterns around us using informal language Create an ABAB pattern	Fast recognition of up to 3 objects Recite numbers past 5 Name some 2D shapes Use everyday language to describe shapes e.g. round, tall Talk about patterns around us using informal language Create an ABAB pattern	Count objects accurately to 5 Knows that the last numbers tells you the total Shows fingers up to 5 Experiment with symbols and marks Use language of more and fewer Understand positional language Describe a familiar route Make comparisons related to size, length, weight and capacity Select shapes appropriately Extend an ABAB pattern	Count objects accurately to 5 Knows that the last numbers tells you the total Shows fingers up to 5 Experiment with symbols and marks Use language of more and fewer Understand positional language Describe a familiar route Make comparisons related to size, length, weight and capacity Select shapes appropriately Extend an ABAB pattern	Exploring patterns Counting on and counting back Matches quantity and numeral to 5 Experiment with numerals Solve real world problems with numbers to 5 Use informal mathematical language e.g. sides, corners Discuss routes and locations Combine shapes to make new ones Notice and correct an error in an ABAB pattern Describe a sequence of events using words such as first and then	Numerical patterns Subtraction within 10 Matches quantity and numeral to 5 Experiment with numerals Solve real world problems with numbers to 5 Use informal mathematical language e.g. sides, corners Discuss routes and locations Combine shapes to make new ones Notice and correct an error in an ABAB pattern Describe a sequence of events using words such as first and then
Physical	Fine motor control Chopping Snipping Mark making Pencil grip Put on own coat Washing and drying hands Using a glue stick Gross motor control Balance bikes Bikes and trikes Moving in a variety of ways Ball skills Active minutes – daily Stand on one leg Wave flags and scarfs Paint and mark make	Fine motor control Threading Snipping Mark making Pencil grip Put on own coat Washing and drying hands Using a glue stick Gross motor control Bikes and trikes Keeping our body healthy Balance and core strength Anti-clockwise movement Gymnastics – balance, strength, coordination and movement fluency Active minutes – daily	Fine motor control Zip up own coat Drawing Cutting with scissors Cutting using a knife and fork Using paintbrushes Pincer grip on pencils Use toilet independently Use a glue spreader Gross motor control Negotiating space and obstacles safely Apparatus work Balance, strength and co ordination Active minutes – daily	Fine motor control Zip up own coat Showing accuracy and care when drawing Cutting with scissors Pincer grip on pencils Use toilet independently Use a glue spreader Gross motor control Keeping our body healthy Travelling in a variety of ways – running, hopping, jumping, skipping, hopping and climbing Active minutes – daily Moving appropriately	Fine motor control Puts own jumper on Showing accuracy and care when drawing Showing accuracy and care when cutting Pincer grip on pencils Brushing teeth Gross motor control Negotiate spaces and obstacles safely Apparatus work Sports Day – Agility Active minutes – daily Remember sequences and patterns of movement	Fine motor control Puts own jumper on Showing accuracy and care when drawing Showing accuracy and care when cutting Pincer grip on pencils Brushing teeth Gross motor control Keeping our body healthy Ball skills Travelling in a variety of ways – running, hopping, jumping, hopping skipping and climbing Active minutes – daily

		Stand on one leg Wave flags and scarfs Paint and mark make	Moving appropriately Teamwork – moving large objects	Teamwork – moving large objects	which are related to music and rhythm	Remember sequences and patterns of movement which are related to music and rhythm
UTW	Talk about my family Describing family, friends and home The clothes we wear Turning taps off/lights off Similarities between ourselves and others Seasonal change – Summer to Autumn Using our senses to explore natural materials Talk about what we see People who help us Positive attitudes about the differences between people	Talk about my family Celebrations Describing how, and what we celebrate Turning taps off/lights off Bonfire night Halloween Remembrance Day Christmas Using our senses to explore natural materials Seasonal change – Autumn to Winter Talk about what we see People who help us Positive attitudes about the differences between people	Map of the school Basic map work skills – identifying points on a school map Walk around Morton Discuss the features of Morton Seasonal change – Autumn to Winter Treasure baskets – collections of materials Plant seeds Litter picking Similarities and differences between countries	Observing change Growing plants Impact of humans on the planet including the oceans Life cycles Seasonal change – winter to spring Treasure baskets – collections of materials Plant seeds Take care of caterpillars/butterflies Similarities and differences between countries	Floating and sinking Real life super heroes (link to current event) Non – fiction texts Explore and talk about forces	Books from the past – how fairy tales change over time Porridge tasting test Seasonal change – spring to summer Explore and talk about forces
EAD	Charanga - Me Small world – developing stories Taking part in role play Drawing who we love Colour Colour mixing Explore materials freely Listen to sounds with attention Remember and sing songs Body percussion	Charanga - Me Taking part in role play Small world – developing stories Firework pictures – variety of mediums and resources Collage – link to Elmer Expressing ideas Developing story lines in role-play Explore materials freely Use drawing to represent movement and loud noises Listen to sounds with attention Remember and sing songs Body percussion	Charanga - My stories Colour mixing Malleable play Construction - range of resources Pointillism – space art Moving in time to music Make small worlds – construction Join materials Explore textures Create closed shapes with continuous lines and begin to represent objects Respond to what we have heard Melodic shapes Instruments	Charanga – everyone Observational pencil drawing – Spring Using art to tell a story – Hungry Caterpillar Control and direction of colouring Make small worlds – construction Join materials Explore textures Create closed shapes with continuous lines and begin to represent objects Respond to what we have heard Melodic shapes Instruments	Charanga - our world Progression pictures Using natural objects and items in art Large scale art and construction Draw with increasing complexity and detail Use drawing to represent movement and loud noises Show different emotions in our drawings Pitch Match Create own songs	Charanga - Big Bear funk Construct houses for the Three Little Pigs using a range of materials Artist study (TBC) Draw with increasing complexity and detail Show different emotions in our drawings Pitch Match Create own songs
RE	Myself and my special things	Special times for me and others Bonfire Night Diwali	Our special books Bible Stories	Easter	Our beautiful world	My friends

		Christmas				
PSE	Select and use resources Confident with people we know Play with others Share resources Rules and routines Talk about our feelings	Select and use resources Confident with people we know Play with others Share resources Rules and routines Talk about our feelings	Solve conflicts Sense of responsibility and membership to a community Confident in new social situations Extend and elaborate play ideas with others Turn taking Understand how others might be feeling	Solve conflicts Sense of responsibility and membership to a community Confident in new social situations Extend and elaborate play ideas with others Turn taking Understand how others might be feeling	Talk with others to solve conflicts Appropriate ways of being assertive	Talk with others to solve conflicts Appropriate ways of being assertive Transition
SMSC (Throughout the year)	Spiritual Non-material aspects of life, focussing on personal values, meaning and purpose. Beliefs – perspective in life may be rooted in a religion or faith but may not. Respecting the values and beliefs of others.					
	Moral Making choices and how we live our lives. Personal and societal values and understanding the reasons for them. Democracy, justice, law, right to an opinion and to freedom of speech, respect and tolerance of others' values and beliefs					
	Social Our school community working together. Understanding of the part we play in the school community and the wider community and society. Relate positively to others. Participate fully in the community with good citizenship.					
	Cultural Understanding cultural activities (for example art, theatre, travel, concerts). How we are similar and different; how we came to be the way we are and how we are changing. Curiosity and wonder of the world exploring, understanding and tolerating cultural traditions and beliefs of others.					

Impact(How we know that children are learning and making progress)

Evidence of learning can be captured in a number of ways including:

- WellComm and NHS Screen speech and Language assessments
- Teacher Baseline Assessments
- Teacher observations
- Recording pupils achievements and setting their next steps.

