



# Highwood Primary School

## Early Years Curriculum

*Promoting resilience, achieving potential*

*Respect, Empathy, Gratitude, Honesty & Resilience.*

It is difficult to pinpoint exactly when particular things will happen throughout the year as so much of it is ongoing and it also depends on the needs of the children within the cohort. The knowledge and skills within this document are those which we hope to equip the children with by the time they leave the Early Years Foundation Stage.

## Communication and Language

	Nursery	Reception
Speaking and listening (English)	<p>Learn new vocabulary associated with key texts and themes.</p> <p>Sing a wide range of songs and rhymes, focusing on nursery rhymes and learn them off by heart.</p> <p>Have access to a variety of books of different genres and listen to stories each day.</p> <p>Begin to learn familiar phrases from books and be able to talk about the stories.</p> <p>Practise speaking in complete sentences when language is modelled by an adult.</p> <p>Use language to share news, express ideas and ask questions.</p> <p>Lots of opportunities for speaking and listening throughout the day.</p>	<p>Learn new vocabulary associated with key texts and themes.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Re-tell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>

## Physical Development

	Nursery	Reception
Writing (English)	<p>Busy Fingers activities involving pinching, squeezing, twisting and stretching.</p> <p>Explore mark-making with a range of implements including chalk, crayons, paintbrushes, pencils, pens, etc.</p> <p>Big arm movements using scarves.</p> <p>Write dance sessions – making marks to music.</p> <p>Large scale mark-making in outdoor area.</p> <p>Emergent writing during role-play situations, provide a range of exciting writing opportunities such as invitations, shopping lists, letters, etc.</p> <p>Copy names from name cards and begin to write own names from memory.</p>	<p>Busy Fingers activities involving pinching, squeezing, twisting and stretching.</p> <p>Writing own names and familiar words from memory.</p> <p>Letter formation as part of phonics sessions.</p> <p>Shared and guided writing sessions both adult-directed and child-initiated.</p> <p>Writing templates provided in role-play areas for writing letters, lists, etc.</p> <p>Handwriting sessions to consolidate letter formation.</p>
PE (RealPE)	<p>Follow instructions, practise safely and work on simple tasks independently.</p> <p>Work sensibly with others, taking turns and sharing.</p> <p>Understand and follow simple rules and can name some things I am good at.</p> <p>Explore and describe different movements.</p> <p>Perform a single skill or movement with some control. Perform a small range of skills and link two movements together.</p> <p>Move confidently in different ways.</p> <p>Be aware of why exercise is important for good health.</p> <p>Be aware of the changes to the way I feel when I exercise.</p>	
Outdoor play	<p>Negotiating obstacles and developing spatial awareness.</p> <p>Use of wheeled toys – scooters, balance bikes, tricycles and bicycles.</p> <p>Use of climbing frame to develop upper arm strength, hanging, balancing, climbing.</p> <p>Large scale construction to develop working together, building strength and spatial awareness.</p> <p>Ball skills – throwing, catching, rolling, aiming, kicking, etc.</p>	

## Personal, Social and Emotional Development

	Nursery	Reception
PSHE	<p>Settle into Nursery, feeling safe and comfortable within the classroom.</p> <p>Adapt to new routines – use of visual timetable.</p> <p>Establish positive relationships with staff and peers.</p> <p>Work on independence, putting on coats and boots.</p> <p>Become confident with personal self-help skills.</p> <p>Learn the importance of washing hands.</p> <p>Learn about dental health through stories, non-fiction books and songs.</p> <p>Learn how to share and take turns and understand why this is important.</p> <p>Become familiar with the Highwood Golden Rules – introduce through big story books.</p> <p>Introduction to the Zones of Regulation.</p>	<p>Adapt to new classroom environment, staff and new classmates.</p> <p>Adapt to new routines – use of visual timetable.</p> <p>Continue to follow the Highwood Golden Rules.</p> <p>Have a greater understanding of the Zones of Regulation and be able to talk about feelings and emotions.</p> <p>Learn about dental health through stories, non-fiction books and songs.</p> <p>Understand the importance of keeping healthy and how we can do this – healthy eating, healthy packed lunches, exercise, sleep, dental health.</p> <p>Begin to resolve conflicts without the support of an adult.</p> <p>Opportunities to express likes and dislikes.</p> <p>Class Dojo introduced in summer term as part of transition into Year One.</p>
Jigsaw PSHE	<p>Weekly circle time session exploring the following themes throughout the year:</p> <p>Being in my world: Self-identity, Understanding feelings, Being in a classroom, Being gentle , Rights and responsibilities</p> <p>Celebrating difference: Identifying talents, Being special, Families, Where we live, Making friends, Standing up for yourself</p> <p>Dreams and Goals: Challenges, Perseverance, Goal setting , Overcoming obstacles , Seeking help, Jobs, Achieving goals</p> <p>Healthy Me: Exercising bodies, Physical activity, Healthy food, Sleep, Keeping clean, Safety</p> <p>Relationships: Family life, Friendships, Breaking friendships, Falling out, Dealing with bullying, Being a good friend</p> <p>Changing Me: Bodies, Respecting my body, Growing up, Growth and change, Fun and fears, Celebrations</p>	

Literacy		
	Nursery	Reception
Phonics	<p><b>Develop phonological awareness so that they can :</b></p> <ul style="list-style-type: none"> <li>- Spot and suggest rhymes</li> <li>- Count or clap syllables on a word</li> <li>- Recognise words with the same initial sound, such as money and mother</li> </ul> <p>Listening to environmental sounds, musical instruments. Soundtalk games, e.g. put your hand on your l-e-g/b-a-ck.</p>	<p>Read individual letters by saying the sounds for them</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</p> <p>Read some letter groups that each represent one sound and say sounds for them</p> <p>Read a few common exception words matched to the school's phonic programme.</p>
Reading	<p><b>Understand the five key concepts about print:</b></p> <ul style="list-style-type: none"> <li>- Print has meaning</li> <li>- Print can have different purposes</li> <li>- We read English text from left to right and from top to bottom</li> <li>- The names of the different parts of a book</li> <li>- Page sequencing</li> </ul> <p>Engage in extended conversations about stories learning new vocabulary</p>	<p>Read simple phrases and sentences made up of words with known letter sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>
Writing	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p>	<p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known letters- sound correspondences using a capital letter and a full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>

## Mathematics

	Nursery	Reception
Number	<p>Counting at any opportunity throughout the day.</p> <p>Show an interest in numerals in the environment, number hunts.</p> <p>Spotting and recognising familiar numerals.</p> <p>Subitising - e.g. three or not three</p> <p>Dice and domino games to get used to dot patterns.</p> <p>Comparing sets of objects – more and less</p> <p>Learn a range of number rhymes through repetitive singing and chanting.</p> <p>Begin to see how an amount changes when something is added or taken away.</p> <p>Begin to match numerals to quantities.</p>	<p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other Quantity`.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>
Shape, Space and Measure	<p>Sorting a range of objects by size, shape, colour, etc.</p> <p>Range of jigsaw and inset puzzles.</p> <p>Identifying 2D shapes and talking about sides and corners.</p> <p>Explore capacity in the water tray.</p> <p>Measuring in the “builders’ yard”</p> <p>Continue a repeating pattern.</p> <p>Learn positional language and be able to follow instructions involving the language.</p> <p>Become familiar with the language associated with time and use words such as before, later, next, etc.</p>	<p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Talk about and explore 2D and 3D shapes (for example circles, rectangles, triangles, and cuboids) using informal and mathematical language: ‘sides, corners, straight, flat, round’.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children can recognise shapes within shapes.</p>

## Understanding the World

	Nursery	Reception
Science	<p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Plant seeds and care for growing plants.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Talk about the differences between materials and changes they notice.</p>	<p>Recognise some environments that are different to the one in which they live.</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>
Geography	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Teach children about where we live.</p> <p>Discuss school address and our area of North Bushey.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Pupils will be able to share experiences of their own travels and discuss simple differences between England and where else they have been. e.g weather and seaside destinations</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Drawing maps, e.g. route to school, going on a bear hunt.</p>	<p>Draw information from a simple map</p> <p>Talk about where they live and things they have observed in the natural world.</p> <p>Recap where we live. Discuss school address and our area of North Bushey.</p> <p>Develop further into discussing local places they have visited such as shopping centres, parks, local walks.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>Understand some important processes and changes in the natural world around them, including seasons and changes of matter.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand similarities and develop an understanding of seasons, growth, decay and change over time.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Show care for the environment.</p>

History	<p>Begin to make sense of their own life story and their family history.</p> <p>Has a sense of own immediate family and friends.</p> <p>Enjoys joining in with family customs and routines.</p> <p>Remembers and talks about significant events in their own experience.</p> <p>Recognises and describes special times or events for family or friends.</p> <p>Talk about how we have changed since we were babies.</p> <p>Learning journey display on wall to act as a visual timeline of events at school.</p> <p>Share news from recent events.</p>	<p>Continues to make sense of their own life story and their family history.</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories including figures from the past.</p> <p>Talks about past and present events in their own life and in the lives of family members.</p> <p>Learning journey display on wall to act as a visual timeline of events at school.</p>
RE	<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Have access to fiction and non-fiction books about different festivals and celebrations.</p> <p>Invite family members in to talk about different celebrations.</p> <p>Celebrations display which changes throughout the year to highlight specific festivals and give children a chance to share magic moments.</p>	<p><b>Beliefs and Practises:</b></p> <p>Festivals, people and communities How and why do we prepare for and celebrate a joyous occasion? What are the similarities and differences between peoples' joyous times? What are some of these festivals all about? What is the best gift we can give?</p> <p><b>Symbols and Actions:</b></p> <p>Exploring places, dress food and music. Which place do you know that is important to you? Why is it important? Which religious symbols can you see in the local place of worship?</p> <p><b>Identity and belonging</b></p> <p>Exploring wedding ceremonies. Pupils explore what happens at a wedding and what is important about the ceremony.</p> <p><b>Prayer, worship and reflection</b></p> <p>Special places. Create a special place with the pupils and use it to experience moments of reflection and create sounds, music and simple word-based reflections.</p> <p>Share a stilling exercise in which pupils can experience quiet reflection and silence.</p> <p>Which places are important to the children, people in the community and a religious family?</p>
Computing	<p>Children have access to iPads, desktop computers, handheld cameras, torches, Bee Bots. They are shown how to use them and then are able to access them during CIL.</p> <p>In role-play, children play with keyboards, telephones, walky-talkies and calculators.</p>	



## Expressive Arts and Design

	Nursery	Reception
Art	<p>Explore different materials freely in order to develop their ideas about how to use them and what to make.</p> <p>Create closed shapes with continuous lines and begin to use these to represent objects.</p> <p>Draw with detail – a circle face and facial features.</p> <p>Make marks to represent ideas like movement or loud noises.</p> <p>Show different emotions in mark making.</p> <p>Explore colours and colour mixing.</p> <p>Join different materials and explore different textures.</p> <p>Develop own ideas and then decide what materials to use to express them.</p>	<p>Can hold and use drawing tools (pencil, rubbers, crayon, pastels, chalk, pen, felt tip) with some control to make marks (from observation or imagination).</p> <p>Select coloured drawing implements for a purpose.</p> <p>Use drawing tools to make marks, lines and curves.</p> <p>Draw accurate representations of people and objects. To talk about their own and others' work</p> <p>To recognise and name different colours. Understand that when colours are mixed, new colours are created.</p> <p>To select and create different colours.</p> <p>Use a variety of tools to apply paint, e.g. brushes of different sizes, sponges, fingers, objects.</p> <p>Explore working with paint on different surfaces and in different ways (e.g. different textured, coloured, sized and shaped paper).</p> <p>To work from direct observation and imagination.</p> <p>To talk about their own work.</p> <p>Explore malleable media such as clay, cornflour, salt dough, play dough and sand.</p> <p>Impress and apply simple decoration.</p> <p>Cut shapes using scissors and other modelling tools.</p> <p>Use tools such as scissors, staplers, clay tools, split pins and shape cutters competently and appropriately.</p> <p>Build a construction/ sculpture using a variety of objects from observation or imagination e.g. recycled, natural and manmade materials.</p> <p>Consider their final outcome before making</p> <p>Share creations, explaining the processes used.</p>
DT	<p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p>

Music	<p>Listening with increased attention to sounds. Responding to what we have heard, expressing our thoughts and feelings.</p> <p>Remembering and singing entire songs. Singing the pitch of a tone sung by another person ('pitch match'). Singing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Creating our own songs or improvising a song around one we know. Playing instruments with increasing control to express our feelings and ideas</p> <p>Take part in finger rhymes with numbers and sing counting songs and number rhymes.</p> <p>Engage in following and inventing movement and music patterns, such as clap, clap, stamp.</p> <p>Sing a large repertoire of songs</p>	<p>Singing in a group or on our own, increasingly matching the pitch and following the melody. Listening attentively, moving to and talking about music, expressing our feelings and responses.</p> <p>Singing in a group or on our own, increasingly matching the pitch and following the melody. Exploring and engaging in music making and dance, performing solo or in groups. Performing songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p> <p>Notice patterns and arrange things in patterns – such as repeated words or rhythm/melody in a song.</p> <p>Listen to music from a wide range of genres and cultures.</p> <p>Listen to and sing songs which describe aspects of the natural world i.e seasons, weather, locations.</p> <p>Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music.</p>
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