

Wool Church of England Primary EYFS Reception Aspirations-led Curriculum

To grow an insect friendly garden and talk about changes observed over time.



To decide what they are going to explore in the environment and show increasing levels of perseverance, resilience and engagement.



To choose a favourite story, poem or rhyme and retell in their own way to a small audience using props and music effects.



To explore and perform music from some different cultures.



|              | Autumn 1    | Autumn 2 | Spring 1      | Spring 2                                                           | Summer 1                          | Summer 2 |
|--------------|-------------|----------|---------------|--------------------------------------------------------------------|-----------------------------------|----------|
| Main enquiry | Who are we? |          | Share a story | What clues can we see that it is Spring?<br>What is happening now? | What is the world around me like? |          |



EYFS Aspirations Curriculum

| Autumn term Teach children to...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       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| <p><b>Attention, listening and understanding</b></p> <p>Understand they need to look at who is talking to them</p> <p>Understand they need to think about what the person is saying</p> <p>Listen to and understand instructions about what they’re doing, whilst busy with another task</p> <p><b>Vocabulary</b></p> <p>Link new words to those already known</p> <p><b>Speech sounds</b></p> <p>Produce speech that is clear and easy to understand, though may still have some immaturities</p> <p>Break words up into syllables, e.g. “Fri..day” – 2 syllables, “Sat...ur..day” – 3 syllables</p> <p>Recognise words that rhyme or sound similar, e.g. “Cat and hat – they rhyme”, “Bananas and pyjamas – they sound similar”</p> <p>Work out what sound comes at the beginning of a word, e.g. “Sit begins with ‘s’. Sun, silly, Sam and sausage all begin with ‘s’.”</p> <p><b>Sentence building and grammar</b></p> <p>Use some irregular past tense words, e.g. “I drank all my milk”, “She took my teddy”</p> <p><b>Conversations and social interaction</b></p> <p>Start conversations with other people and join in with group conversations</p> <p>Join in and organise role play with friends</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>-Use words like ‘because’ / ‘or’ to extend their sentences/ language</p> <p>-To answer who, what, where and why questions.</p> <p><b>-Use the personal pronoun ‘I’ in speech when talking about themselves.</b></p> <p>-Listen to what another is saying and respond with a sensible comment or question</p> <p>-Verbally responds to others</p> <p>- use key vocabulary taught</p> <p>-To communicate their thoughts and feelings.</p> <p>-Sing songs, rhymes and poems.</p> <p>-Speak in a sequence of sentences that link together.</p> <p>-To understand how to listen carefully and why listening is important.</p> <p>-To take part in pretend play communicating and negotiating with friends.</p> <p>-To start a conversation.</p> <p>-To have a 2-way conversation about a topic that interests them.</p> <p>-To ask who, what, when, why questions.</p> <p>-To retell simple stories and recall the main events.</p> <p>-To join in with repeated refrains and key phrases.</p> <p>-To take it in turns to speak.</p> <p>-To talk about familiar books.</p> <p>-To engage in imaginative play.</p> <p>-To use social phrases to communicate their needs e.g. can you help me with; can I go to; can I play.</p> <p>-To follow a set of instructions</p> <p>-To use talk to organise themselves ands peers in their play: Let’s go in a bus... you sit there... I’ll be the driver’</p> <p>-To describe events in some detail.</p> <p><b>-To talk in sentences of up to 4 words (present and past tense)</b></p> <p><b>-To talk in sentences of 6* words or more (present and past tense)</b></p> | <p>-Use feeling words- sad, happy, nervous, excited, worried, frustrated to describe how they are feeling.</p> <p>-Includes others in their play.</p> <p>-Wait for their turn.</p> <p>-To understand we have similar and different likes but we are all part of the school community.</p> <p>-To share and take turn with others.</p> <p>-To play alongside others.</p> <p>-To be able to encourage others to express their opinions and have a go.</p> <p>-To express their feelings and consider the feelings of others.</p> <p>-To dress themselves with basic items.</p> <p>-To think about the perspectives of others.</p> <p>To follow school routines e.g. for lining up, washing hands, going to the toilet.</p> <p>-Meet their own needs; get a drink if they are thirsty.</p> <p>-Make healthy choices about looking after their bodies e.g. washing hands.</p> <p>-To settle to some activities, showing engagement and concentration that interests them.</p> <p>-To have another go at something they find hard.</p> <p>-To build constructive and respectful relationships with peers.</p> <p>-To identify and moderate their own feelings socially and emotionally.</p> <p>-To understand and follow simple rules and instructions in unfamiliar games with guidance from an adult.</p> <p>-To be aware of how to keep others safe when using the equipment.</p> <p>-To experience play based challenges that build resilience and body awareness.</p> <p><b>We follow the PSHE scheme-SCARF.</b></p> <p><b>In Autumn term we focus on: Me and My relationships and valuing difference.</b></p> | <p>-Has strength of muscles to use tools.</p> <p>-To hold their body in different positions to make noises (instrument or body percussion).</p> <p>-To hold an instrument in a comfortable position.</p> <p>-To know how to move their body safely and in their own space.</p> <p>-To use one dominate hand for writing.</p> <p>-To find a comfortable position that supports their core strength.</p> <p>-To make marks using a writing implement.</p> <p>-To use a secure grip when using different tools e.g. Paintbrush, spatula.</p> <p>-To bend at the wrist to support writing.</p> <p>-To use scissors to make snips. To hold scissors in 1 hand (may be incorrect grip) and cut along a line (straight and curved)</p> <p>-To move energetically, such as running and jumping.</p> <p>-To pedal trikes or similar.</p> <p>-To move and stop safely.</p> <p>-To use a range of movements to travel (hop, jump, slide, skip).</p> <p>-To move around obstacles.</p> <p>-To climb over and under obstacles.</p> <p>-Can demonstrate spatial awareness.</p> <p>-Can show coordination e.g. climb confidently, catch a large ball.</p> <p>-To show basic movements that show co-ordination e.g. running, crawling, walking, jumping, hopping, skipping, climbing.</p> <p>-To use large construction to build.</p> <p>-To know exercise is part of keeping our body fit.</p> <p>-Can balance on 1 leg.</p> <p>-To move requiring a quick change of speed and direction.</p> <p><b>We follow Complete P.E. In Autumn term we focus on: Locomotion walking, dance ourselves, locomotion jumping and dance nursery rhymes.</b></p> |
| Literacy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               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| <p>-To read some common exception words (detailed on phonics overview).</p> <p>-To use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>-To read words and captions consistent with phonic knowledge by sound blending.</p> <p>-Orally blend some simple CVC words.</p> <p>-To recognise their name.</p> <p>-To show book behaviours, start at the front, turn the pages. Point to the words on a page.</p> <p>-To know print is read left to right and top to bottom.</p> <p>-Respond to ‘tell me what happened’ using ‘then’ to help them sequence part of a story.</p> <p>-To answer basic retrieval questions e.g. who or where questions.</p> <p>-To show understanding of what is read by or to them by naming main characters and key events.</p> <p>-To pick out simple information from books (fiction and non-fiction).</p> <p>-To find the title of the book.</p> <p>-To have a broadened experience of stories and then name stories that they have read and enjoyed.</p> <p><b>-To write recognisable letters, most of which are correctly formed in the school-agreed style. (A1)</b></p> <p>-To use vocabulary linked to sequencing.</p> <p><b>-To write CVC words. (A2)</b></p> <p><b>-To break the flow of speech into words. (A1)</b></p> <p><b>-To write their own name. (A1)</b></p> <p><b>-To link sounds to letters. (A1)</b></p> <p><b>-To orally segment the sounds heard in words. (A1)</b></p> <p><b>-To represent initial sound using taught phonics. (A1)</b></p> <p><b>-To grip a pencil between two fingers and thumb (tripod grip) (A1)</b></p> <p><b>-To retell simple stories. (A2)</b></p> <p><b>-To describe an event or object using a picture prompt. (A2)</b></p> <p><b>-To use clearly identifiable letters to write a word that can be read by others. (A2)</b></p> <p><b>-To write words that can be read by others, in meaningful contexts. (A2)</b></p> <p><b>-To write labels and phrases. (A2)</b></p> <p>- To spell words by identifying sounds them and representing the sounds with a letter or letters. (A2)</p> <p>-To write the sounds in CVC words in the correct order. Identify the number of sounds in words. (A2)</p> <p>-To know when writing at a table, to sit on a chair with both feet flat on the floor. (A2)</p> <p>-To know when writing at a table, to sit on a chair with their back against the back of the chair. (A2)</p> <p>-To know when writing at a table, to have their elbow and forearm on the table. Use a comfortable grip with good control when holding pens and pencils. Use one dominate hand for writing. (A2)</p> | <p><u>NCETM mastery maths. See separate planning.</u></p> <p>Subitising within 3.</p> <p>Focus on counting skills.</p> <p>Composition</p> <p>Subitising</p> <p>Comparison</p> <p>Counting, ordinality and cardinality.</p> <p><u>White Rose maths planning. See white Rose maths planning.</u></p> <p>Match, sort and compare</p> <p>Talk about measure and patterns</p> <p>It’s me 1,2,3</p> <p>Circles and triangles</p> <p>1, 2, 3, 4, 5</p> <p>Shapes with 4 sides</p> <p><br/>By the end of Autumn Term children will be exposed to writing numerals 0-5.</p> <p>Days of week song link with History – today, tomorrow, yesterday, this week, last week</p> <p>-Counting beats in names/words.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>-To recognise some similarities and differences between life in this country and other countries.</p> <p>-To use atlases to discover places.</p> <p>-To recognise that people have different beliefs and celebrate special times in different ways.</p> <p>-to share own experiences, beliefs.</p> <p>-To understand that some places are special to members of their community.</p> <p>-To understand the message/key theme/learning point in a traditional tale.</p> <p>-To know how to switch on an IPAD.</p> <p>-To know how to access an app.</p> <p>-To know there are different types of technology.</p> <p>-To know how to select camera icon and push touch screen to take a photo.</p> <p>-To know how to use technology safely- internet safety.</p> <p>-To engage in the world around them.</p> <p>-To talk about things they see and hear in the environment.</p> <p>-Identify key signs/images for current season. E.g. leaves change colour and fall from the tree in autumn.</p> <p>-To know and use phrases a long time ago/many years ago and know these relate to time before they were born. E.g The Christmas story.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>-Using their body to move to music (speedy, slow).</p> <p>-To watch dance and performance art, expressing their feelings and responses.</p> <p>To learn repeated actions to go with a poem and story to prompt their memory of the story sequence.</p> <p>-To give ideas of actions to go alongside poems, stories and nursery rhymes with story themes and enjoy taking part.</p> <p>-To know that different media creates a different effect e.g. chalk can draw on anything, felt tips are bright, crayons weaker colour.</p> <p>-To draw shapes, draw straight and curved lines.</p> <p>-To name red, yellow and blue.</p> <p>-To name some secondary colours.</p> <p>-To use hands, brushes, natural resources.</p> <p>-To create using paint and different media-paint, paper, natural objects.</p> <p>-To know objects, shapes, textures can be transferred to paper e.g. handprint/rubbing.</p> <p>-To mould dough/clay by pinching, rolling, stretching and squeezing.</p> <p>-To roll printing ink/paint over found objects to create prints.</p> <p>-To stroke the paint brush one way.</p> <p>-To know how much paint to put onto the paintbrush.</p> <p>-To know paintbrushes, have different thicknesses; this affects the thickness of the lines they can be used to create.</p> <p>To create a painted self-portrait using mirrors.</p> <p>To use the language of designing and making (join, build, shape).</p> <p>To handle equipment and tools safely and effectively.</p> <p>To have experience of different types of materials.</p> <p>To use a glue stick, cello tape dispenser.</p>                      |

EYFS Aspirations Curriculum

| Spring term Teach children to...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       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| <p><b>Attention, listening and understanding</b></p> <p>Understand longer 2 to 3 part spoken instructions e.g. “get your coat, then choose a partner and line up by the door”</p> <p>Understand ‘how’ and ‘why’ questions</p> <p><b>Vocabulary</b></p> <p>Understand that words can be put into groups or categories, and give examples from each category e.g. animals, transport, food</p> <p>Understand a range of words to describe the idea of time, shape, texture, size and know in which context to use them, E.g. Soon, early and late; square, triangle and circle; soft, hard, and smooth; big, tiny and tall</p> <p><b>Sentence building and grammar</b></p> <p>Join phrases with words such as ‘if’, ‘because’, ‘so’, ‘could’, e.g. “I can have a biscuit if I eat all my dinner”</p> <p><b>Storytelling and narrative</b></p> <p>Re-tell favourite stories - some parts as exact repetition and some in their own words, e.g. “...going on a bear hunt, going to catch a big one, we’re not scared...and he chased them all the way home”</p> <p>Describe events. These may not always be joined together or in the right order, e.g. “Daddy was cross. We was late for the football. It was broken. The car tyre”</p> <p><b>Conversations and social interaction</b></p> <p>Play co-operatively and pretend to be someone else talking. These games can be quite elaborate and detailed</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>-Asks relevant and purposeful questions of others.</p> <p>-To use the correct tense when speaking</p> <p>-To extend their sentences to add more detail so they can communicate their needs, thoughts and feelings more clearly.</p> <p>-To use vocabulary related to topics taught.</p> <p>-To use connectives in a sentence other than and or because.</p> <p>-Listen to others points of views.</p> <p>-To respond to an answer or idea with further questions to help deepen my understanding.</p> <p>-To understand how to listen carefully and why listening is important.</p> <p>-To listen to stories and then ask questions and talk about them to help build understanding.</p> <p>-To express their preferred role within play.</p> <p>-To negotiate which role they might play.</p> <p>-To express their feelings and thoughts/opinions in different contexts: imaginative play, class discussions.</p> <p>-To retell a new story with a beginning, middle and end.</p> <p>-To negotiate by giving a reason why they want to do something.</p> <p>-To follow instructions.</p> <p>-To ask ‘who’ ‘what’ ‘where’ questions to find out more information e.g. in their play, linked to stories shared.</p> <p>-To listen to music and identify sounds (sound discrimination).</p> | <p>-To express their feelings and consider the feelings of others.</p> <p>-To build confidence, self esteem and skills to help children take bold steps in music.</p> <p>-To understand the importance of their contribution as part of a whole team.</p> <p>-To understand other people’s feelings (through stories and real life).</p> <p>-To use taught strategies (waiting/turn taking).</p> <p>-To think about the perspective of others.</p> <p>-To try another way when their first solution doesn’t work.</p> <p>-To solve their own problems without continued adult support.</p> <p>-To share what they have enjoyed doing.</p> <p>-To initiate a game with a partner or small group sometimes with adult support and show an interest in new play.</p> <p>-To take more risks using equipment.</p> <p>-To organise themselves to keep themselves and each other safe.</p> <p>-To follow taught routines and class rules without each part of the sequence being prompted.</p> <p>-Respond to an adult when they have been asked to do something.</p> <p>-To recognise some healthy and unhealthy foods.</p> <p><b>We follow the PSHE scheme-SCARF.</b></p> <p><b>In Spring term, we focus on: Keeping myself safe and rights and responsibilities.</b></p> | <p>-To use core muscles to sit upright and achieve a good posture on a chair or on the floor.</p> <p>-To listen to music and move their body.</p> <p>-To use a range of tools competently, safely and confidently.</p> <p>-To develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>-To balance on and off equipment.</p> <p>-To correctly grip scissors and cut out a shape.</p> <p>-To revise and refine the fundamental movement skills- rolling, crawling, walking, jumping, running, hopping, skipping and climbing.</p> <p>-To move requiring a quick change of speed and direction.</p> <p>-To develop body awareness to increase their abilities around depth perception.</p> <p>-To avoid obstacles.</p> <p><b>-Develop core muscle strength to achieve and support good posture when sitting at a table or sitting on the floor. (S2)</b></p> <p><b>We follow Complete P.E. In Spring term, we focus on: Ball skills, dance dinosaurs and gym floor moving,</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <p>-To read some common exception words.</p> <p>-To use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>-To read words and simple sentences containing taught graphemes.</p> <p>-To correctly form all taught letters of the alphabet.</p> <p>-To show clear ascenders and descenders.</p> <p>-To show the difference in size between lower case and upper-case letters.</p> <p>-To represent initial, medial and end sounds using taught phonics.</p> <p>-To order letter cards alphabetically.</p> <p>-To use a tripod grip with increased confidence.</p> <p>-To use sequencing words to sequence events when retelling a story-beginning, middle and end.</p> <p>-To use what has happened so far in the story to help them predict what could happen next (using their own life experiences).</p> <p>-To know what a setting is and be able to identify where stories they read are set.</p> <p>-To ask questions about a text being read to them.</p> <p>To say what they like about stories that they have read.</p> <p>-To recognise how someone is feeling from the way they behave. To use this knowledge to link this to how characters behave in stories.</p> <p>-To identify the main events and characters in a book they have been read.</p> <p>--To retell a familiar story using predictable phrases.</p> <p>-To use vocabulary related to topics and books they have read altogether.</p> <p>-To know the personal pronoun ‘I’ relates to themselves and use ‘I’ in writing.</p> <p>-To know that there are words that can be used to describe objects, people and things. To know that these describing words can be part of a sentence. To orally compose a sentence that includes descriptive words.</p> <p><b>-To write taught common exception words that are spelt correctly (a, I, the) (S1)</b></p> <p><b>-To write labels and phrases. (S1)</b></p> <p><b>-To say a short phrase aloud before writing (in response to a prompt). (S1)</b></p> <p><b>-To use future tense orally. (S1)</b></p> <p><b>-To write phrases that can be read by others, in meaningful contexts. (S1)</b></p> | <p><u>NCETM mastery maths. See separate planning.</u></p> <p>Subitising</p> <p>Counting, ordinality and cardinality.</p> <p>Composition</p> <p>Comparison</p> <p><u>White Rose maths planning. See white Rose maths planning.</u></p> <p>Alive in 5</p> <p>Mass and capacity</p> <p>Growing 6, 7 and 8.</p> <p>Length, height and time.</p> <p>Building 9 and 10</p> <p>Explore 3-D shapes.</p> <p><b>By the end of Spring Term children will be exposed to writing numerals 6-10. Children introduced to + - = symbols</b></p> <p><b>Counting in 2’s to 10.</b></p> <p><b>Simple grid coordinates D2</b></p> <p><b>Tally 6-10</b></p> <p><b>Days of week song link with History – today, tomorrow, yesterday, this week, last week</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>-To recognise some similarities and differences between life in this country and other countries.</p> <p>-To use atlases to discover places.</p> <p>-To recognise that people have different beliefs and celebrate special times in different ways.</p> <p>-to share own experiences, beliefs.</p> <p>-To understand that some places are special to members of their community.</p> <p>-To understand the message/key theme/learning point in a tradition tale or fable.</p> <p>-To understand celebrations in stories e.g. Easter story.</p> <p>-To describe what they see, hear and feel whilst outside.</p> <p>-To explore the natural world around them.</p> <p>-To ask questions about different plants, animals, insects and environments e.g. what they see, how things move.</p> <p>-Talk about changes they have seen over time e.g. changes in seasons, weather, garden.</p> <p>-Group and name members of a category e.g. plants, insects.</p>                                                                                                                                                                                                                                                                                                         | <p>-Using their body to move to music (speedy, slow).</p> <p>-To watch dance and performance art, expressing their feelings and responses.</p> <p>-To explore and engage in music making and dance, performing solo or in groups.</p> <p>-To show their understanding in their everyday play.</p> <p>-To show in their own way recognisable objects/people with some basic features e.g. eyes, hair.</p> <p>-To use their body and body percussion/instruments to help describe a characters’ actions/movements.</p> <p>-To develop storylines in their pretend play.</p> <p>– To draw some simple representations of common objects.</p> <p>– To explain why they have chosen to draw in a certain way, e.g. circle for bodies, straight lines for legs.</p> <p>-To draw recognisable shapes/objects/people with some basic features e.g. eyes, hair.</p> <p>-How to get different effects from different media e.g. chalk can smudge.</p> <p>-To make thick lines and thin lines (e.g. with different paintbrushes).</p> <p>- To mix colours to make new ones.</p> <p>-To make a repeated press print pattern with chosen objects.</p> <p>-To make choices about the materials they use.</p> <p>To mould dough/clay into a shape of a specific object by pinching, rolling, stretching and squeezing.</p> <p>-To know that materials can be joined together in different ways e.g. construction, outside.</p> <p>-Choose and use particular colours to paint pictures e.g. green for a tree, brown for certain animals etc.</p> <p><b>--To draw common shapes. (S1)</b></p> <p><b>To show accuracy and care when drawing (S2)</b></p> <p><b>Draw simple representations of common objects (S2)</b></p> |

EYFS Aspirations Curriculum

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| <div><div><div>-To identify specific successes in their writing, with adult support, e.g. identify a digraph in their writing. (S1)</div><div>-To use ‘went’ as the past tense of ‘go’. (S1)</div><div>-To separate 2 words with a space. (S1)</div><div>-To segment the sounds in simple words for spelling. Use taught digraphs in writing. (S1)</div><div>-To know when writing at a table, what a good position for writing looks like. (S1)</div><div>-To write taught common exception words that are spelt correctly (to, no, go, into, my). (S2)</div><div>-To write short sentences that can be read by others, in meaningful contexts (S2)</div><div>-To say a complete sentence aloud before writing (S2)</div><div>-To remember the sentence, they have said aloud before writing (S2)</div><div>-Use ‘and’ in an oral sentence to extend their sentences (S2)</div><div>-To describe events in detail using pictures or other prompts (S2)</div><div>-To write short sentences that end with a full stop (S2)</div><div>-To use a full stop at the end of a sentence. (S2)</div><div>-To separate words with spaces (S2)</div><div>To spell words using correct GPS’s. Identify the parts of common exception words that are hard to spell (S2)</div><div>-Spell ‘went’ as the past tense of ‘go’ (S2)</div></div></div> |  |  |  |
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EYFS Aspirations Curriculum

| Summer term Teach children to...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       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| <p><b>Vocabulary</b></p> <p>Name objects, characters and animals from a description, e.g. “It lives in the jungle and is fierce with big teeth and is stripy.” Children at this age will ask if they are unsure</p> <p>Use words more specifically to make their meaning clear, e.g. “I didn’t want my yellow gloves, I wanted the spotty ones that match my hat”</p> <p><b>Speech sounds</b></p> <p>Develop good knowledge and understanding of sounds and words, which are important for reading and spelling</p> <p><b>Sentence building and grammar</b></p> <p>Use well-formed sentences, longer sentences and sentences with more details, E.g. “I made a big round pizza with tomato, cheese and ham on top”</p> <p>Ask and answer ‘what’, ‘where’, ‘when’, and ‘what could we do next’ questions</p> <p>Show that they can use language to reason and persuade, e.g. “Can I go outside because it’s stopped raining?”</p> <p><b>Storytelling and narrative</b></p> <p>List events with some detail, E.g. “We went to the seaside and I made the biggest sandcastle ever and we ate fish and chips on newspaper”</p> <p>add something that’s gone wrong in their own stories, e.g. “...but the little boy dropped his big ice cream on the floor and he was very sad and crying...”</p> <p>Use longer and more complicated sentences within their stories, e.g. “When he got home he saw an enormous crocodile sitting on the sofa and the crocodile said good morning, because he was a friendly crocodile”</p> <p><b>Conversations and social interaction</b></p> <p>Use language to communicate a wider range of things – such as ask, negotiate, give opinions and discuss ideas and feelings, E.g. “Can we go to the park after school today – it’s a lovely sunny day and it will be fun”</p> <p>Give details that they know are important and will influence the listener, e.g. “Ahmed fell over that stone, Javid didn’t push him”</p>                                                                                                                              | <p>-Explain, so that others understand their needs, thoughts and feelings</p> <p>- Explain their point of view clearly when they disagree with an adult or a friend.</p> <p>-Use talk to work out problems and organise thinking.</p> <p>-Use the correct tense when speaking.</p> <p>-Use talk to take on different roles during imaginative play.</p> <p>-Hold conversations which respond to something the other person said.</p> <p>-Ask questions about what they have heard.</p> <p>-Use different voices for different characters or types of presentation.</p> <p>-Articulate their ideas and thoughts in full sentences.</p> <p>-Use vocabulary related to topics taught and books they have read together.</p> <p>-To understand how to listen carefully and why listening is important.</p> <p>-Respond to an idea with further questions.</p> <p>-Use new vocabulary in different contexts.</p> <p>-Give more detail to explain why they think something happens.</p> <p>-Use talk to</p> <p><u>Draw conclusions:</u> ‘The sky has gone dark maybe that means it might rain’.</p> <p><u>Explain effect:</u> ‘It fell over because it was too tall.’</p> <p><u>Make Predictions:</u> ‘It might not grow in there if it is too dark.’</p> <p><u>Speculate:</u> ‘What if the bridge falls down?’</p> | <p>-To give praise to others.</p> <p>-To adapt and change their plan if they need to change their first idea.</p> <p>-To understand people have different likes/dislikes.</p> <p>-To listen to other’s ideas and take them into consideration.</p> <p>-To express their feelings and opinions.</p> <p>-To manage their own needs.</p> <p>-To think about other people’s perspective on a situation/others points of view.</p> <p>-To turn take and share with others.</p> <p>-To show resilience and perseverance in the face of challenge.</p> <p>-To reflect and self evaluate their own work.</p> <p>-To explain their play to an adult.</p> <p><b>We follow the PSHE scheme-SCARF.</b></p> <p><b>In Summer term we focus on: Being my best and growing and changing.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>-To move with energy e.g. dance.</p> <p>-To adjust speed and change direction.</p> <p>-To acknowledge others spacial needs and to adapt their body accordingly.</p> <p>-To negotiate space and obstacles safely.</p> <p>-To revise and refine the fundamental movement skills-rolling, crawling, walking, jumping, running, hopping, skipping and climbing.</p> <p>-Use simple gardening tools safely and effectively e.g. trowel.</p> <p><b>-To use a range of small tools, including scissors, paint brushes and cutlery. (S1)</b></p> <p><b>We follow Complete P.E. In Summer term, we focus on: gym floor high, low, over and under, gym floor moving, games for understanding and rackets, bats, balls and balloons.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Literacy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               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| <p>-To listen to an idea to improve writing.</p> <p>-To say what part of the story they like best and why.</p> <p>-To talk about their favourite stories, comparing them to each other.</p> <p>-To recognise that additional information may be contained in illustrations, diagrams etc.</p> <p>-To compare what they thought might happen with what actually happened in a story.</p> <p>-To anticipate key events in stories being read to them (using pictures to support).</p> <p>-Answer ‘what do you think will happen next’ questions where the outcome is clear.</p> <p>-To use story telling language-once upon a time, happily ever after.</p> <p>-To develop their own narratives and explanations by connecting ideas and events.</p> <p><b>-(dictated) write short sentences- containing words with known sound-letter correspondences using a capital letter and full stop. (S1)</b></p> <p><b>-To say a complete sentence aloud before writing (S1)</b></p> <p><b>-To remember the sentence, they have said aloud before writing (S1)</b></p> <p><b>-To use ‘because’ in an oral sentence to give a reason. (S1)</b></p> <p><b>-To orally retell the whole a familiar story (beginning, middle and end). (S1)</b></p> <p><b>-To use past tense verbs ran, walked, drank, fell, sat, jumped, found in speech. (S1)</b></p> <p><b>-To write short sentences contained words with known sound-letter correspondences using a capital letter and full stop (s1)</b></p> <p><b>-To write sentences beginning with ‘I’ (S1)</b></p> <p><b>-To form capital letters (T,I,M). Use a capital letter at the start of a sentence (S1)</b></p> <p><b>-To write phonetically plausible attempts at multisyllabic words (S1)</b></p> <p><b>-To link sounds to letters, name and sounding the letters of the alphabet.</b></p> <p><b>-To hold a pencil in a tripod grip in preparation for fluent writing (S1)</b></p> <p><b>-To separate words with spaces (S1)</b></p> <p><b>-To write taught common exception words that are spelt correctly (put, of, as, his). (s2)</b></p> | <p><u>NCETM mastery maths. See separate planning.</u></p> <p>Counting, ordinality and cardinality.</p> <p>Subitising</p> <p>Composition</p> <p>Comparison.</p> <p><u>White Rose maths planning. See white Rose maths planning.</u></p> <p>To 20 and beyond</p> <p>How many now?</p> <p>Manipulate, compose and decompose.</p> <p>Sharing and grouping</p> <p>Visualise, build and map.</p> <p><b>By the end of Summer Term children will be exposed to writing numerals 11-20.</b></p> <p><b>Reinforce + - = symbols</b></p> <p><b>Year 1 readiness square paper modelled in continuous provision 1 digit per square</b></p> <p><b>Increasing subitising to 10</b></p> <p><b>Tally 11-20</b></p> <p><b>Months of year song</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>-To express what they have enjoyed about music from different cultures and performing.</p> <p>-To share and revisit favourite stories/poems from a variety of different cultures of their choice.</p> <p>-To know how different stories, rhymes and poems celebrate different cultures.</p> <p>-To comment on images of familiar situations in the past.</p> <p>– To notice and talk about changes in their environment.</p> <p>– To interact with the outdoors to foster curiosity by having freedom to touch, smell and hear the natural world around them.</p> <p>– To talk about how we care for the natural world around us.</p> <p>To use the natural world to enhance their play.</p> <p>-Plant and grow a sunflower e.g. sunflower.</p> <p>-Name parts of a plant: leaf, stem, flower, petal, root.</p> <p>-Notice and talk about the changes that happen to plants as they grow.</p> <p>-Care for a plant/flower and know what plants need to grow and thrive.</p> <p>-Respect and care for the natural environment and all living things e.g. chicks, learning garden.</p> <p>-Talk about changes observed over time e.g. weather, seasons, garden,themselves.</p> <p>-Record what they see in the natural world around them through drawings or digrams.</p> <p>-Sequence three stages of animal growth, including humans. E.g simple life cycle.</p> <p>-Understand the effect of changing seasons on the natural world around them.</p> <p>-Talk about the basics of sun safety.</p> <p>-</p> | <p>-To confidently understand their body and move to music.</p> <p>-To perform as part of a group using resources they have created.</p> <p>-To create a story with named characters using a variety of materials.</p> <p>-To make a storybook of their own/class (creating a front cover) and to show pictures/words to support their story.</p> <p>-To add detail to drawings which represent objects e.g. details on a face, eyes, nose, mouth.</p> <p>-To know how to make some secondary colours.</p> <p>-To compare their work to someone else’s (e.g. artist) and notice some things that are the same and different.</p> <p>-To mould dough/clay into a shape of a specific object and add detail to it (e.g. tools to make marks on it to decorate).</p> <p>-To combine materials to create new textures (e.g. paint and sand/lentils).</p> <p>-To use simple tools and techniques to shape, assemble and join materials.</p> <p>-observational work, nature rubbings, bug art with natural resources.</p> <p>To know that we can get ideas about how to design and make something by looking at examples.</p> <p>-Observation of sunflowers. Van Gogh. To know that Van Gogh is an artist who creates observational drawings.</p> <p>-To know that Andy Goldworthy uses natural objects to create artwork.</p> <p>-To know that art is not always flat. It can be 3D.</p> <p>-Use props and materials to enhance imaginative play.</p> <p><b>-To show accuracy and care when drawing (S1)</b></p> |

EYFS Aspirations Curriculum

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| <div>-Use the correct tense when speaking, especially with irregular verbs e.g. went. (s2)<br/>-To re-read a sentence to check in makes sense. Listen to or state an ideas to improve writing in conversation or discussion (s2)<br/>-To use a capital letter at the start of a sentence (S2)<br/>-To use a full stop at the end of a sentence (S2)<br/>-To write taught common exception words that are spelt correctly (put, of, as, his. (S2)<br/>-To know the alphabet song (S2)<br/>-To form lower case letters correctly using print or in line with the school’s handwriting progression (S2)<br/>-To develop the foundations of a handwriting style which is fast, accurate and efficient (S2)</div> |  |  |  |
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*EYFS Aspirations Curriculum*

Statutory Educational Programmes

| Communication and Language                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Personal, Social and Emotional Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  | Physical Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
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| The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. |  | Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. |  |
| Literacy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Mathematics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Understanding the World                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  | Expressive Arts and Design                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).                                                                                                                                                                                                                                                                                                                                 | Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes. | Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.                                                                                                                                                                                                                                                                   |  | The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |