



*Ravensdale Infant &
Nursery School*



READY RESPECTFUL ENGAGED

Early Years Curriculum



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What is our school vision?

At Ravensdale Infant and Nursery School, we greatly value the importance of the EYFS in providing a secure foundation for future learning and development and understand our responsibilities in ensuring that children learn and develop well and are kept healthy and safe.

Our curriculum is designed to teach, promote and celebrate our 3 core values of READY, RESPECTFUL ENGAGED. At Ravensdale Infant and Nursery School we have a diverse community, which stretches far beyond our school catchment area. It is our priority that children are nurtured and supported to ensure that our children are ready to learn. We recognise the impact that early experiences can have on a child's future life and ensure any barriers to access, and success are overcome for any disadvantaged or vulnerable pupil.

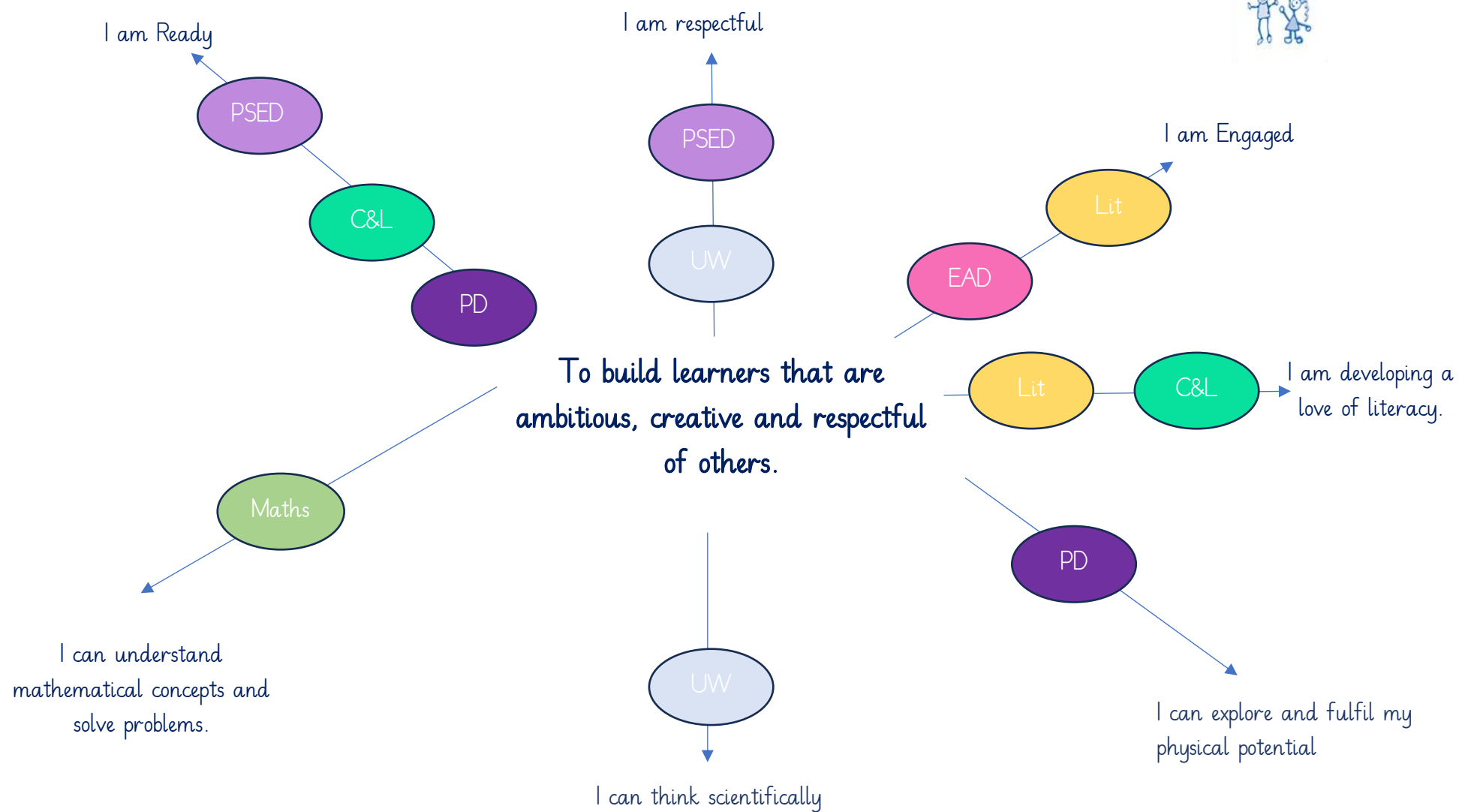
Our golden threads of reading, outdoor learning and personal development weave their way purposefully through our curriculum, enabling all children to 'be ambitious, spark imagination, celebrate success'.



Our Early Years Curriculum:

Our Curriculum Goals:

- I am Ready
- I am Respectful
- I am Engaged
- I can understand mathematical concepts and problem solve.
- I am developing a love of literature
- I can explore and fulfil my physical potential
- I can think scientifically





Curriculum Goal – I am Ready – Foundation Stage One	
Communication and language	○ Take turns and respond to what is said. ○ Develop and use social phrases such as ‘ Please may I...’ ○ Develop good listening practices and be able to focus for short periods of time. ○ Model appropriate conversation conventions: turn-taking, waiting until someone else has finished, listening to others and using expressions such as please, thank you and can I...?. ○ Develop pronunciation ○ Model and develop longer sentence structures ○ Follow simple instructions.
Personal, Social and Emotional Development	I understand that my actions can have an impact on others: ○ Discuss setting expectations and shared rules during carpet time. ○ Take opportunities to discuss with children when they are following rules or how the situation could be improved by following shared rules. Children should be praised using the celebration tree when following the rules. ○ Model how we follow rules – adults to lead by example. ○ Discuss rules and fairness with the children ○ Set clear expectations and boundaries but be flexible for unique needs. I can select resources and work towards a goal: ○ Demonstrate setting challenges for the children “I am going to see how tall I can make my tower!” ○ Provide challenges for the children to complete through enhancements. ○ Question- what are you going to do next? What are you trying to achieve?



- Talk about children having goals that they want to achieve such as ride a bike.
- Children to use the provision to select resources and achieve their learning intentions.

Be confident at trying new things and new experiences:

- Set challenges for the children to achieve
- Deconstructed role play areas where children use cardboard boxes, fabric pens and other resources to create their own imaginative play.
- Problem solving through water play.
- Curiosity and Investigation areas
- School trips/events/Visitors

I can manage my own self-care needs:

- Children to learn good hand washing techniques and to be encouraged to do this during daily routines.
- Provide opportunities for children to speak positively about themselves.
- Create partnerships with parents and share "I can" moments e.g. I can ride my bike, I can swim, I can do a cartwheel and share achievements from in and out of education environment through the online Learning Journals platform.
- Discuss with children the importance of eating healthy, limiting screen time and oral hygiene
- Support children and parents with toilet training and independence.

Physical Development

- Be able to line up for mealtimes.



- Begin to eat using a knife and fork.
- I can put on my coat and with support do my zip.
- I can with some support get changed for 'outdoor learning'.
- I can put my wellies on.

Curriculum Goal – I am Ready - Foundation Stage Two

Communication and language

- Take turns and respond to what is said.
- Develop and use social phrases such as 'Please may I...'
- Develop good listening practices and be able to focus for short periods of time.
- Model appropriate conversation conventions: turn-taking, waiting until someone else has finished, listening to others and using expressions such as please, thank you and can I...?.
- Develop pronunciation
- Model and develop longer sentence structures
- Follow simple instructions.
- Develop thinking and understanding through 'Sustained Shared Thinking' approaches.
- Develop the use of connectives in their sentence structures.
- Learn and use new vocabulary that is taught across all areas.
- Use 'I,2,3 look at me' phrase to develop children's listening and attentions skills.
- Encourage children to ask questions.

Personal, Social and Emotional Development

I understand the rules and have a sense of right and wrong:

- Discuss setting expectations and shared rules during carpet time, these should be revisited daily.



- Take opportunities to discuss with children when they are following rules or how the situation could be improved by following shared rules. Children should be praised using the celebration tree when following the rules.
- Model how we follow rules – adults to lead by example.
- Discuss rules and fairness with the children
- Set clear expectations and boundaries but be flexible for unique needs.
- Develop ways to support children to resolve conflict with peers.

Work towards simple goals and self-set goals:

- During PSHE sessions children will talk about goals that they have and be encouraged to share achievements.
- Children are encouraged to share achievements from outside of school through either show and tell or the online platform 'Learning Journals'.
- Model setting challenges in the provision.
- Provide challenges for the children to complete through enhancements.
- Question- what are you going to do next? What are you trying to achieve?
- Talk about children having goals that they want to achieve such as ride a bike.
- Children to use the provision to select resources and achieve their learning intentions.

Build the skills of independence, resilience and perseverance:

- Set challenges for the children to achieve
- Deconstructed role play areas where children use cardboard boxes, fabric pens and other resources to create their own imaginative play.
- Problem solving through water play.



	○ Curiosity and Investigation areas ○ School trips/events/Visitors I can manage my own self-care needs: ○ Children to learn good hand washing techniques and to be encouraged to do this during daily routines. ○ Provide opportunities for children to speak positively about themselves. ○ Create partnerships with parents and share “I can” moments e.g. I can ride my bike, I can swim, I can do a cartwheel and share achievements from in and out of education environment through the online Learning Journals platform. ○ Discuss with children the importance of eating healthy, limiting screen time and oral hygiene ○ Support children and parents with toilet training and independence.
Physical Development	○ Be able to line up for mealtimes. ○ Begin to eat using a knife and fork. ○ I can put on my coat and do my zip. ○ I can with some support get changed for ‘outdoor learning’. ○ I can put my wellies on.



Curriculum Goal – I am Respectful – Foundation Stage One

Understanding the World

Explore and respect the natural world:

- Provide lots of opportunity to get outside and explore the natural world.
- Take part in Go Wild Sessions.
- Explore the outdoor environment by looking at and plants, observe minibeasts and animals in the environment, use hands on exploration and the senses to explore outside, investigate growing plants and fruits.
- Provide natural resources e.g. sticks, stones, soil, sand, water to use and explore.
- Investigation station with objects from outdoors to explore and discuss and encourage children to use different senses and ask questions.
- Talk about different countries of the world so that children become aware of different places
- Explore how our environment changes throughout the year with the changing of the season
- Provide collections of materials for children to openly explore and discuss- support through interaction.
- Use a wide vocabulary to talk about what they see.

Build an understanding of community and life story:

- Discuss self and own family- share photos, display photos around the setting, draw pictures, encourage interactions
- Discuss our family as a community- build understanding of families who are the same and different
- Explore jobs in our community through role play, stories, visits, visitors to the setting etc.
- Talk about self- how have you changed? Discuss thing that they can do now that perhaps they could not do when they were younger.



	○ Look at how we are the same and different. ○ Talk about how it's okay to be different and what is special/unique about us. ○ Share stories that diverse and inclusive diversity represent all children.
Personal, Social and Emotional Development	Understand their emotions and build positive strategies to support them to deal with conflict resolution: ○ Use emotion coaching to support children to label and manage their feelings in a positive way. ○ Develop children's emotional literacy and help support them to solve problems. ○ Use mirrors for children to look at themselves and their facial expressions to explore how emotions look ○ Spend time talking about emotions regularly through circle times, story times and at other opportunities ○ Read 'Green Books' that are linked to different emotions and transitions to help support children. ○ Teach children strategies to support regulating emotions and mindfulness.



Curriculum Goal – I am Respectful – Foundation Stage Two

Understanding the
World

Explore and respect the natural world:

- Provide lots of opportunity to get outside and explore the natural world around.
- Attend Go Wild sessions.
- Explore the outdoor environment by looking at and labelling plants, observe minibeast and animals in the environment, use the senses to explore outside, investigate growing plants and fruits
- Provide natural resources e.g. sticks, stones, soil, sand, water to use and explore
- Investigation station with objects from outdoors to explore and discuss- encourage children to use different senses and ask
- questions
- Provide opportunities to explore caring for the wider world e.g. recycling, looking after our outdoor area, looking after the oceans.
- Take part in school initiatives e.g. litter picking, working towards the green tree award, gardening, minibeast hotels.
- Look at animal habitats- what animals live where in the world?
- Explore how our environment changes throughout the year with the changing of the season
- Record and watch the changing seasons.

Build an understanding of community and life story:

- Develop a sense of community with shared values- class community, school community, wider community e.g. village/ town, community on our planet.



- Discuss our family as a community- build understanding of families who are the same and different
- Explore jobs in our community through role play, stories, visits, visitors to the school.
- Discuss similarities and differences between people in our community and developing respect. Visit/ have visitors who can help us to explore differences between people in our community.
- Explore the differences between people in our community and in other communities using stories, role play, visits/ visitors, etc.
- Share books that mirror the children within our community.
- Identify special events across the year that are celebrated by our community. Ask children to share their experiences.
- Discuss different places of worship.

Begin to have a good understanding of their local environment and make geographical comparisons:

- Use maps to look at how our community looks and some of the landmarks in it- think about natural and man-made landmarks.
- Ariel views of the school and local community.
- Look at different areas of the world and explore similarities and differences- make observations through maps, videos, books and photos (can someone who has visited these areas visit your class)
- Explore contrasting environments from a local and national region.
- Compare life in this country to life in another country and how this is similar and different.

Develop knowledge of past and present including key historical people:

- Look at our family now and in the past- what jobs did people in the past do?
- Provide opportunities to make observations of objects and photographs from the past.



	○ Spend time looking at how we have changed from being a baby to being a child and how this will change again to become a young adult and think about how we get older. ○ Use stories and characters from the past to explore elements of the past e.g. Florence Nightingale, Neil Armstrong. ○ Discuss local historical importance, ○ Focus on how homes/schools/transport/technology has changed over the years.
Personal, Social and Emotional Development	Show sensitivity to others needs: ○ Use emotion coaching to help children to label and understand their emotions. Children will learn strategies to support them to deal with a variety of emotions. ○ Develop children's emotional literacy. ○ Encourage children to communicate their needs e.g. hunger, thirst, toilet, quiet time. Point out when other people (including adults) need these things too. ○ Model showing sensitivity to others needs ○ Talk about similarities and differences between themselves and others and respect those differences- link to needs e.g. some people need space to pray, some people become upset when they fall over, some people need space to calm own, other people need a cuddle. ○ Support children to develop strategies to self-regulate such as rainbow breathing. ○ Children are encouraged to be respectful to one another and adults. ○ Every child to feel valued and teachers to develop positive relationships with parents and carers to understand the children's likes and dislikes to better understand the holistic needs of the child.



Curriculum Goal – I am Engaged - Foundation Stage One

Expressive Arts and Design

Create, explore and experiment with art and music:

- Provide a wide range of art materials and support children to explore them and develop independence in selecting them for different purposes.
- Provide a “paint station” where children can independently access painting materials and explore colour mixing.
- Model different ways of joining materials and then provide the tools and materials for children to practise this independently.
- Provide opportunities for large- and small-scale art
- Explore musical instruments and the sound they make- model to children how to look after them and use the instruments respectfully
- Opportunities to develop own ideas with support when needed from an adult.
- Create and improvise songs.
- Use instruments with increasing control.
- Provide a range of music for the children to explore and to listen to including classical, cultural and popular music.
- Create closed shapes when drawing.
- Using art to create different emotions.
- Explore colour mixing.
- Begin to introduce detail in their drawings.
- Introduce different artists.



I can express myself in a variety of ways:

- Provide different tools and media for children to express themselves e.g. art materials for painting, colouring, drawing, collage, sculpture, etc.
- Make time for children to express themselves creatively through dance, music and song e.g. singing songs, reciting poetry/ rhymes, moving to music and creating their own music with instruments
- Small world and role play opportunities for children to create their own narrative
- Opportunities for children to explore a range of art and music making materials independently and with the support of an adult.

Use imaginative play as a form of creativity:

- Use stories read and experiences to create storylines and narratives in their role play and small world play- use deconstructed role play to support (children to construct their own play and setting)
- Use enhancements to support children's thinking linked to stories or themes and experiences e.g. interest in space provide enhancements linked to this e.g. moon rocks, weighing station, dressing up, rocket ship, etc.
- Encourage music making linked to imagination e.g. making up their own songs in imaginative contexts and rhythm making.
- Provide open opportunities for children to create more intricate small world play set ups and support them to take their own storyline in their own direction- be an observer rather than an interactor when appropriate.
- Use objects to represent something else even when they are not the same.
- Begin to develop more complex storylines within their play.
- Begin to use construction kits as part of narrative. E.g.: make a house for the dolls to live using stickle brick.



Literacy

- Mark making opportunities e.g. making marks as their writing that they can share with adults
- Making marks that resemble or mimic letters- provide opportunities for messages, writing stories, labelling, etc.
- Value mark making done by children and provide them with the opportunity to share what they have written with others
- Encourage children to make letter like shapes and support letter formation when appropriate (end of nursery year- letters from name)
- Opportunities to mark make every day in different areas of the provision both inside and outside.



Curriculum Goal – I am Engaged – Foundation Stage Two

Expressive Arts and Design

Create, explore and experiment with art and music:

- Provide a range of tools to explore making art. Adults to model how to use different tools e.g. painting with sponges, brushes, different kinds of paint, etc. These are then to be added to the provision.
- Develop artistic techniques- encourage children to try different ways of creating art. Adults to model and focus teach e.g. teach using collage to create a picture and then provide the equipment for children to continue independently.
- Explore different types of art e.g. sculpture, painting, drawing, collage, etc.
- Look at the work of artists and discuss how they create their pictures. E.g. look at Kandinsky and explore ways of creating similar art works.
- Talk about what sort of art they like/ dislike. Look at sculptures, painting, etc. and discuss how the art was made.
- Opportunities to work together and create.
- Learn a variety of techniques on how to join materials.
- Use a variety of tools.
- Develop colour mixing techniques.
- Explore and create music
- Opportunities to listen to a variety of music.
- Visitors/experience to extend children's art and cultural experiences.



	I can express myself in a variety of ways: ○ Provide different tools and media for children to express themselves e.g. art materials for painting, colouring, drawing, collage, sculpture, etc. ○ Make time for children to express themselves creatively through dance, music and song e.g. singing songs, reciting poetry, moving to music and creating their own music with instruments ○ Small world and role play opportunities for children to create their own narrative ○ Opportunities for children to explore a range of art and music making materials independently and with the support of an adult. Use imaginative play as a form of creativity: ○ Use stories read and experiences to create storylines and narratives in their role play and small world play-use deconstructed role play to support (children to construct their own play and setting) ○ Use enhancements to support children's thinking linked to stories or themes and experiences e.g. interest in space provide enhancements linked to this e.g. moon rocks, weighing station, dressing up, rocket ship, etc. ○ Encourage music making linked to imagination e.g. making up their own songs in imaginative contexts and rhythm making. ○ Use objects to represent something else. ○ Develop complex storylines. ○ Use construction kits to enhance small world play.
Literacy	○ Build phonics knowledge for spelling and writing



- Engage with drawing club to encourage creativity and independence with writing.
- Write labels using CVC words, provide opportunities for children to segment sounds and write single words in engaging contexts e.g. labelling the environment, creating top ten lists, name labels, etc.
- Write captions and sentences with purpose e.g. sending messages, letters, linked to stories, etc
- Form all upper and lower letter correctly.
- Apply 'Think it, say it and write it' when constructing a sentence.
- Encourage children to read their sentences back.



Curriculum Goal – I can explore and fulfil my physical potential – Foundation Stage One

Physical Development

Using one handed tools and equipment:

- Pouring, scooping and digging activities with small scale equipment e.g. using a teaspoon or pipette to fill a test tube
- A variety of scooping and digging resources- small measuring spoons, pipettes, end of a spoon, etc.
- Sewing activities- threading
- Using tools and manipulation e.g. tap a shape hammers, scissor skills, mark making
- Using tweezers to pick up pom-poms and other objects
- Peg play e.g. hang out washing, put the spikes on the dragon/ dinosaur, collect pom-poms with pegs, make peg snakes.

Develop hand dominance and the beginning of comfortable pencil grip:

- Cotton bud painting/ sponge painting
- Peg boards
- Line up- make lines with masking tape, draw line pictures and place buttons/ pennies along them
- Playdough play- pinch, mould, shape, etc.



- Threading e.g. threading beads on laces, threading cheerios onto spaghetti, lacing and weaving e.g. paperclips on ribbons, leaf threading
- Pouring, scooping and digging activities with small scale equipment e.g. using a teaspoon or pipette to fill a test tube
- A variety of scooping and digging resources- small measuring spoons, pipettes, end of a spoon, etc.
- Lacing and weaving activities (large scale e.g. ribbons through crates)
- Sewing activities- threading and then joining fabric together (using one hand to control and one to sew)
- Large scale mark making (reduce size as children are ready) - large paper on the floor - chalk on blackboards or the floor - painting on easels
- Peg play - hang out washing - put the spikes on the dragon/ dinosaur - collect pom-poms with pegs - make peg snakes
- Using tweezers to pick up pom-poms and other objects
- Dough disco
- Develop scissor skills using different scissors to support the child to make snips.
- Dressing and undressing dolls.

Work towards coordinated movements including crossing the midline:

- Begin to join in team games
- Opportunities to move in a variety of ways on an obstacle course.
- Large scale painting
- Squiggle while you wiggle
- Scarf play for shoulder pivot



- Ball skills: throwing, catching, kicking, rolling, target throwing
- Climbing over and fitting through objects (simple as going up and down stairs and slopes)
- Moving in different ways- e.g. running, jumping, etc. and changing the movement quickly
- Throwing and catching a ball and using a bat to hit and direct a ball
- Using equipment to pour at sand and water tables e.g. funnels
- Placing balls in buckets across the body- start in a sitting position and then standing and eventually throwing across the body
- Using tools to dig in mud or sand.
- Sweeping activities (sweep up the leaves)- encourage cross body movements
- Washing with a sponge or cloth in large cross body movements e.g. washing the car, washing the wall and/or easel
- Ribbon wands or scarf play across the body
- Kick a ball, crossing the leg across the body

Build balance coordination and spatial awareness:

- Obstacle courses (own set up or set up by an adult)
- Bubble pop- children must reach to pop bubbles
- Bean bag paths- lay out beanbags or other obstacles and encourage children to step over it on their path to the destination
- Balance objects on top of one another e.g. a ball on a cone
- Balance and move- put a bean bag on your head and keep it there- how fast can you go?
- Support children to develop a comfortable position for writing at a table e.g. paper position etc.
- Build core strength



- Provide opportunities for children to safely engage in chasing games
- Plan activities where children can practice moving in different ways and at different speeds- provide a safe space for this.
- Encourage good posture when sitting on the carpet.
- Opportunities for tummy time.
- Move large construction



Curriculum Goal – I can explore and fulfil my physical potential l- Foundation Stage Two

Physical Development

Using one handed tools and equipment:

- Pouring, scooping and digging activities with small scale equipment e.g. using a teaspoon or pipette to fill a test tube
- A variety of scooping and digging resources- small measuring spoons, pipettes, end of a spoon, etc.
- Sewing activities- threading and then joining fabric together (using one hand to control and one to sew)
- Using tools and manipulation e.g. tap a shape hammers, scissor skills, mark making
- Using tweezers to pick up pom-poms and other objects
- Peg play e.g. hang out washing, put the spikes on the dragon/ dinosaur, collect pom-poms with pegs, make peg snakes
- Junk modelling
- Dressing and undressing dolls.

Develop control and accuracy:

- Cotton bud painting/ sponge painting
- Peg boards
- Line up- make lines with masking tape, draw line pictures and place buttons/ pennies along them
- Playdough play- pinch, mould, shape, etc. Dough Disco
- Threading e.g. threading beads on laces, threading cheerios onto spaghetti, lacing and weaving e.g. paperclips on ribbons, leaf threading



- Plan in opportunities for children to practise their letter formation e.g. writing with sticks in sand, using pencils to rehearse letter formation, chalking letters, painting letters etc.
- Plan activities to develop pencil control e.g. roll out a strip of paper with objects to navigate around, or play friendly pens where our pens can't touch'
- Use stencils
- Develop scissor skills and be able to cut round a simple shape.

Work towards coordinated movements including crossing the midline:

- Moving in different ways- e.g. running, jumping, etc. and changing the movement quickly
- Throwing and catching a ball, develop to throwing to a target e.g. beanbag into a bucket, hit a target with a ball, play boules, etc.
- Large scale construction
- Using a hockey stick/ golf club/ bat to hit and direct a ball
- Using equipment to pour at sand and water tables e.g. funnels
- Placing balls in buckets across the body- start in a sitting position and then standing and eventually throwing across the body
- Ribbon wands or scarf play across the body
- Kick a ball, crossing the leg across the body
- Sweeping and washing activities (sweep up the leaves or wash the easel)- encourage cross body movements

Build balance coordination and spatial awareness:



- Obstacle courses (own set up or set up by an adult)
- Bean bag paths- lay out beanbags or other obstacles and encourage children to step over it on their path to the destination
- Balance objects on top of one another e.g. a ball on a cone
- Balance and move- put a bean bag on your head and keep it there- how fast can you go?
- Support children to develop a comfortable position for writing at a table e.g. paper position etc.
- Build core strength
- Provide opportunities for children to safely engage in chasing games
- Plan activities where children can practise moving in different ways and at different speeds- provide a safe space for this

Children will also complete PE sessions once a week focusing on fundamental skills. As part of our curriculum, we will use Complete PE.



Curriculum Goal – I can understand mathematical concepts and problem solve - Foundation Stage One

Maths

Explore concepts of shape and measure:

- Develop early concepts of time – use visual timetable and teach days of the week.
- Discuss the passing of time during circle times e.g. yesterday was Sunday, tomorrow is Tuesday, etc.
- Countdown to show passing of time e.g. advent calendar using tens frames to count to Christmas etc.
- Notice shapes in the environment with the children and model using mathematical language
- Draw children's attention to the uses of 2D and 3D shapes e.g. balls won't stack so the shape must have a flat edge etc. Choose appropriate shapes to make models and build towers.
- Provide resources to explore measure in the provision e.g. jugs, funnels, scales, boxes for fitting inside.
- Explore spatial awareness by riding, construction activities, posting boxes, jigsaws, making a complete circuit with a train track
- Help children to develop comparative language and notice equality
- Respond to some shape and positional language within their play.
- Compare and sort collections.
- Identify patterns in the environment such as patterns on clothes etc.
- Be able to complete an ABAB pattern
- Begin to use first and then when organising their own ideas.
- Use construction kits to join shapes together and make new objects.

Develop an understanding of number and numerical patterns:



- Support counting forwards and backwards by singing number songs –support the concept of more and fewer by using concrete resources which you add and take away as you sing
- Recite number names in order by practising counting– rote count past 5 to 10
- Encourage children to recognise numbers quickly by playing the “show me” game where children show numbers up to 5 on their fingers.
- Developing counting objects up to 5 by bringing into everyday experiences e.g. can you put 3 candles on the cake, how tall is your tower, etc.
- Provide a range of loose parts and natural resources for children to explore more, fewer and count using fives frames to support understanding
- Explore more and fewer by comparing towers of bricks, balls of playdough, loose parts, etc. Use frames to support the concept.
- Practise recognising number order by showing number cards and putting them in order
- Display numbers with concrete resources to match numerals
- Create number displays which show representations of numbers to 5 e.g. numeral, finger numbers, concrete resources, pictures
- Observe pictures and look for amounts e.g. look at conkers fallen from trees and ask “what do you see?” make marks to demonstrate what can be seen on the picture.
- Provide opportunities to explore more and fewer
- Share objects in a range of ways (different visual representations) and realise that the amount is the same.
- Explore repeating in books and rhymes and extend his to patterns that repeat.
- Develop and understanding of subitising up to 3 objects.
- Develop fast recognition of up to 3 items.
- Develop an understanding of the cardinal principle (the last number tell you the total).



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Curriculum Goal – I can understand mathematical concepts and problem solve - Foundation Stage Two

Maths

Explore concepts of shape and measure:

- Time- days of the week, months of the year, times of day (morning, afternoon, lunchtime, evening, nighttime, etc. Spend time discussing the day and date at the start of sessions.
- Make comparisons between size, mass and capacity and model language e.g. more, fewer, less, more
- Include activities in the provision which encourage children to make comparisons and fit objects inside each other e.g. Filling and emptying at the sand/ water tray, putting toys into boxes, different sized boxes.
- Model different ways of comparing e.g. scales, measuring height/length with non-standard and standard units
- Provide shapes to explore through play e.g. through art, construction, role play, etc. For example, provide paper shapes to create cut and stick pictures, blocks of different shapes and sizes for construction, moveable 2D shapes to create large scale art/ patterns
- Discuss how shapes fit/ work together e.g. will that block balance there? Why not? "One round edge and one flat edge" "flat edges balance"
- Discuss shapes in the environment
- Match, sort and compare objects.
- Explore length and height
- Manipulate and decompose shapes.
- Explore maps and positional language.
- Provide construction kits to encourage children to explore shapes and make new ones.



- Provide opportunities for the children to problem solve every day.
- Provide opportunities for children to rotate and manipulate shapes.
- Children to understand and sequence AB, ABB and ABBC patterns.
- Develop comparative language.
- Provide opportunities for maths games inside and outside using tally charts.

Develop an understanding of number and numerical patterns:

- Support children with counting forwards and backwards through singing number songs and rhymes and reciting numbers in order
- Daily counting and problem-solving opportunities. How many children are here today? and count with 1:1 correspondence, can we clap 5 times? Show children images of amounts or real-life objects (conkers on a piece of card) can we subitise and count them?
- Spend time subitising regularly in the provision- how many bikes are there? How many children can ride the bikes? How many flowers can you see? Playing dice games and subitising set patterns.
- Develop understanding of numerical representation e.g. matching number cards to towers of blocks, putting the number of candles on a birthday cake, showing the correct number in a tens frame.
- Play games with puppets, characters, etc. how many are there? Move the objects around and demonstrate that the amount does not change.
- Explore counting on and counting back e.g. playing track games like snakes and ladders
- Support children to recognise the relationship between numbers e.g. there are 4 children in green group today, if one child is away there is one less- how many now? There are 3 children riding the bikes, how many bikes



are there? 4, so how many more children can ride the bikes? Show the relationship between one more and one less.

- Explore more, less and the same in the provision e.g. everyone needs the same number of stones, but X has 4 and Y has 2, how can we make it fair?
- Singing rhymes where one is added or taken away and demonstrating the number relationship
- Explore sharing fairly and unfairly in games or role play
- Look at concepts of doubling and halving e.g. double butterflies, halve the cake, etc.
- Support children to see groups of objects and then combine them e.g. The ladybird has 5 spots- I can see 1 and 4, 2 and 3, 1 and 1 and 1 and 2, etc.
- Pairs of numbers make a total- use resources e.g. double coloured counters on tens frames to show different compositions of numbers, throw beanbags into a hoop 3 in the hoop and 3 out = 6, skittles- the total remains 10 but there are 3 fallen
- and 7 standing etc.
- Partitioning numbers into more than two groups e.g. three children need some grapes on their plate how will we do it?
- Create simple patterns.
- Understand the cardinal principle
- Count out a smaller number of objects from a large group
- Provide opportunities to estimate, double and simple division.
- Develop an understanding of odd and even.
- Count forwards and backwards from 20.



Curriculum Goal – Develop a love of literature – Foundation Stage One

Literacy

Develop early phonics skills:

- Foundation to Phonics – Tuning into sounds and daily Rhyme Time
- Spend time developing understanding of rhyming words– listening for them, identifying them and generating them.
- Develop speech sounds e.g. – games with mouth movements and mirrors e.g. blowing, sucking, kissing, tongue stretching – Make sounds with voices e.g. down the slide wheeee, be a clock, tick-tock, etc
- Tune into sounds – Listen to and identify sounds in the environment e.g. listening walks, listening moment, I hear with my little ear, etc – Hear sounds from instruments etc. and identify them
- Identify initial, mid and end sounds in words (orally) –
- Identify rhyme– hear rhymes, continue rhyming strings and play with rhyme –Copying rhythms e.g. clapping rhythms, percussion, etc. – Listening to and playing musical instruments
- Develop oral blending and segmenting skills
- Listen for sounds in words and sequence them effectively
- Clap syllables in names and words

Talk about stories:



	○ Express preferences about stories- have favourites and discuss them. ○ Introduce a story voting system where children can select which story they would like to read ○ Talk about stories- why do you like it? Who is your favourite characters? ○ Show links between stories e.g. the same author, stories with the same characters, similar settings, etc ○ Develop book knowledge for example – Title, blurb and reading from left to right. ○ Begin to understand that print has meaning. ○ Have a space within the provision where children can share and enjoy stories.
Communication and Language:	○ Sing nursery rhymes and songs ○ Read books with repeated refrains e.g. Dear Zoo, traditional tales, etc. and encourage children to join in with these as they develop familiarity ○ Retell familiar stories (with some aids such as a story map or sequenced pictures) ○ Encourage children to join in when singing/ reading ○ Have a daily story time/ poetry reading/ singing ○ Use props and puppets to support with singing rhymes and sharing stories ○ Story sounds- when reading a story associate the sounds to different characters or objects e.g. when we see a train make the sound “ch, ch” and make animal noises in rhymes such as Old MacDonald or Dear Zoo ○ Use language play from stories e.g. The Billy Goats Gruff and the Troll. ○ Use lots of intonation and action songs ○ Develop a love of children listening to stories by creating positive atmosphere and using story bags.



Curriculum Goal – Develop a love of literature – Foundation Stage Two

Literacy

Respond appropriately to stories and non-fiction texts:

- Provide a variety of stories from different authors and genres to read and discuss. Provide opportunities to use new vocabulary and to retell stories in new contexts.
- Have non-fiction texts available, encourage children to discuss and recall information and use new vocabulary appropriately.
- Daily story/ book time to develop understanding of texts
- Questions linked to texts read- encourage thinking around the story (VIPERS)
- Pose questions about stories- how, why, when, where, etc. and encourage further thinking linked to stories
- Encourage story discussion e.g. do you like it? What happens when? What do you think happens next? Can you think of any other stories about x? How could we find out more about x?
- Provide role play and small world play linked to stories and non-fiction
- Encourage children to pose questions themselves and use books to retrieve the answer.
- Children to take home a love of reading book each week to develop their comprehension skills.
- Reading bear with a hot chocolate
- 2x reading books from the vending machine.



	Read words and sentences consistent with their phonics knowledge: ○ Deliver Little Wandle Phonics – Phase 2, 3 and 4. ○ Three guided reading sessions per week and the book goes home to develop fluency. ○ Support children to become confident and fluent reading through phonics teaching, story time, individual readers, group/guided reading etc. ○ Regular opportunities throughout the day to practice oral blending including opportunities for incidental blending. ○ Opportunities to practice tricky words and word reading outside of phonics lessons.
Communication and Language:	○ Sing rhymes and songs ○ Read books with repeated refrains e.g. traditional tales, etc. and encourage children to retell familiar stories (with some aids such as a story map or sequenced pictures) ○ Encourage children to join in when singing/ reading ○ Have a daily story time/ poetry reading. ○ Use props and puppets to support with singing rhymes and sharing stories ○ Introduce a story voting system- children vote for their chosen book by reading the blurb, looking at pictures, etc. Give children ownership of their reading and develop preferences. ○ Provide a cosy area for children to share books with each other.



Curriculum Goal – I can think scientifically – Foundation Stage 1

Understanding the
World

- Explore how things change
- Investigation stations for children to explore
- Develop children's scientific vocabulary linked to investigating.
- Join in with British science week.
- Look at natural materials and identify similarities and differences between them.
- Explore resources that develop children's investigation skills such as magnifying glasses.
- Explore how things work for and explore different mechanical toys.
- Understand the key features of a life cycle



Curriculum Goal – I can think scientifically -Foundation Stage 2	
Understanding the World	○ Explore and compare contrasting environments ○ Identify the changing seasons ○ Explore different mechanical toys and how they move ○ Investigation area with non-fiction texts. ○ Children to begin to develop research skills ○ Understand a simple life cycle ○ Take part in British Science week ○ Children to be encouraged to experiment and ask how and why questions. ○ Provide opportunities for children to explore changes of state. ○ Provide non-fiction books that link to children's learning.

