Aylward Primary School

EYFS Curriculum

Curriculum intent

At Aylward Primary School we offer a curriculum rich in wonder and memorable experiences. We provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning.

It is our **intent** that all children will leave the Early Years Foundation Stage with a secure foundation for learning. We are committed to ensuring children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others.
We understand that play is an integral part of learning and this is at the heart of our Early Years curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. Our curriculum recognises children's prior learning and experiences, building on and developing knowledge and vocabulary to support the next step on their learning journey.

We recognise the crucial role that Early Years education has to play in providing firm foundations upon which the rest of a child's education is successfully based.

Curriculum implementation

At Aylward Primary School we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children. We prioritise creating a 'language rich' environment through the use of songs, nursery rhymes, stories and providing time for high quality interactions between adults and between peers. Trained staff ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators. Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics through the Read Write Inc. programme. The children learn nursery rhymes and develop their mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences. Children are taught handwriting and spelling through explicit, systematic teaching of correct letter formation, pencil grip, and early spelling patterns, with regular opportunities to practise and apply these skills so they develop accuracy, confidence, and readiness for future learning.

We have built our school environment to enable our children to strengthen their core muscles through physical play, children spend time outdoors in their natural environment in all weathers. They develop through wonderful, exploratory, sensory experiences in our mud kitchen, sandpit and taking part in Forest School sessions. Our learning environment is adaptable in order to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play.

The curriculum is taught through themes which are enriched with classroom enhancements, trips and visitors. Themes are supported by quality key texts. These are chosen carefully to encourage children's speech, language and communication development. All planning however, is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests.

We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Parents receive knowledge organisers each half term to inform them of what their child is learning and to explain how they can support this at home.

Children are assessed in relation to their progress towards the Early Learning Goals (ELGs). These judgements are made on the basis of accumulative observations and in-depth knowledge of the children acquired through ongoing assessments. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.

Curriculum impact

At Aylward, children in our EYFS demonstrate high levels of engagement in their learning, they will have been exposed to a wide range of vocabulary and have developed the skills to communicate effectively with others. Children develop their characteristics of learning and are able to apply their knowledge to a range of situations making links and explaining their ideas and understanding. Children are confident to take risks and discuss their successes and failures with peers and adults drawing on their experiences to improve or adjust what they are doing. Children demonstrate an enjoyment for learning and develop a wider sense of the world around them. Children at Aylward leave the EYFS and transition to Year 1 with the skills, knowledge, experiences and confidence to succeed in future learning.

At the end of the EYFS children are assessed using the Early Learning Goals, this measures if children have met a Good Level of Development. We expect all children, to achieve age related expectations or to have made good progress from their individual starting points. All children will be given the best foundations to prepare them for a life-long learning journey.

EYFS Vision Statement

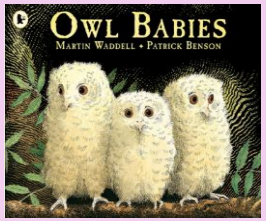
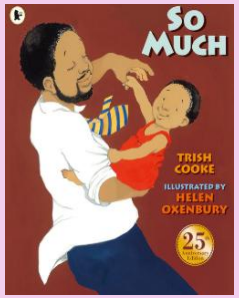
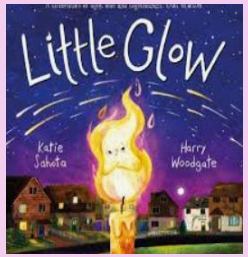
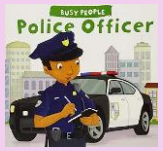
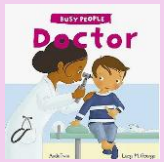
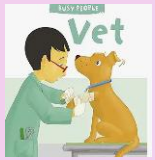
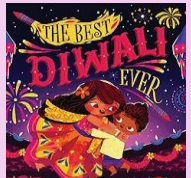
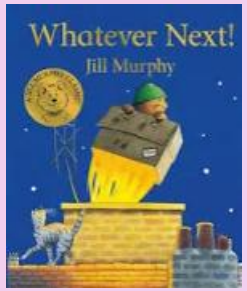
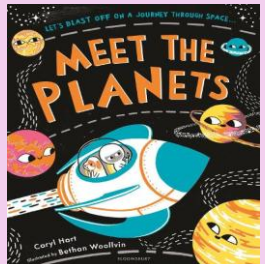
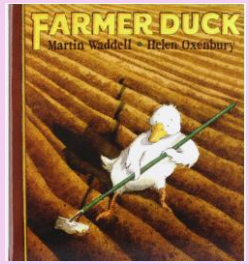
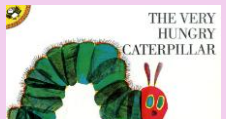
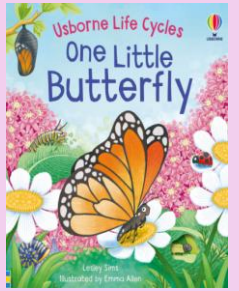
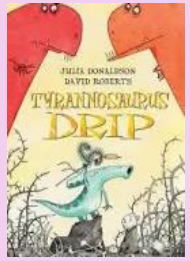
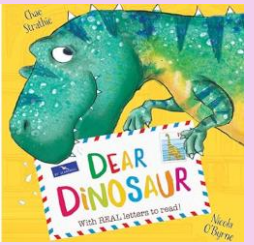
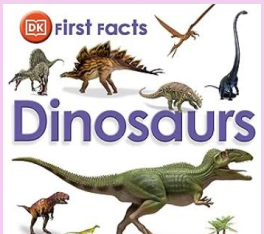
At Aylward, we provide a nurturing and inclusive environment where every child is inspired and motivated to explore, enjoy and achieve a good level of development. We are committed to building a wide range of skills that create a strong foundation in readiness for Year 1 and future success in school and life.

Reception Curriculum Overview

Curriculum Overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme	All about me	People who help us	Space	Animals	Plants and life cycles	Australia
Additional themes	Autumn	Festivals and celebrations	Recycling	Healthy eating		Dinosaurs
CORE Texts	Owl Babies So Much The Leaf Thief	Little Glow Busy People The Best Diwali Ever	Whatever Next The Odd Fish Meet the Planets	Farmer Duck One Day in our Blue Planet The Very Hungry Caterpillar	Jack and the Beanstalk Tiny Seed One Little Butterfly	Tyrannosaurus Drip Dear Dinosaurs Dinosaurs
Science	My body	Seasonal Changes	Materials Space	Animals Healthy eating	Plants	Dinosaurs
RE	What can we learn from faith and other stories?	What is interesting about the Christmas story?	How does Islam and other faiths use water and why?	How do we choose the food we eat?	How can we help other people?	What kind of person was Jesus?
Geography		Investigate patterns: What is the difference between Autumn and Winter?	Investigate patterns and places; What do we like about school and where we live?	Investigate patterns: What is the difference between Winter and Spring?	Investigate patterns; What changes can you see outside? Investigate patterns; What is the difference between Spring and Summer?	Investigate places/communicate geographically: How is Australia different to where we live?
History	Me and my family	People who help us				Dinosaurs
Art & Design	Marvellous Marks (portraits)	Structures; Junk modelling	Space: Galaxy painting	Healthy Eating; Designing and making a rainbow salad	Moving Life Cycle Wheels	Patterns from the Past (Fossils and Aboriginal Art)
PSHE	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
Music	Listening and movement	Christmas	Rhythm and beat	High/low	Sounds all around us	Musical words
PE	Basic skill and negotiating space	Gymnastics	Dance	Ball games	Fitness – races and circuits	Movement and running

CORE Texts

Please see English map ADD HYPERLINK

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Owl Babies  So Much  The Leaf Thief 	Little Glow  Busy People book set     The Best Diwali Ever 	Whatever Next  Odd Fish  Meet the Planets 	Farmer Duck  One Day in Our Blue Planet   The Very Hungry Caterpillar 	One Little Butterfly  Jack and the Beanstalk  The Tiny Seed 	Tyrannosaurus Drip  Dear Dinosaur  First Facts - Dinosaurs 

Autumn 1

All about me

Prior Knowledge

To know what a family is.
To know about family structures and be able to talk about who is part of their family.
To know that they are part of a family unit

Knowledge

- To identify who they are and what makes them unique
- To know that they have a family unit that can/will change over time
- To name members of their family
- To develop an understanding that things change over time
- To know that families can be different.
- To know that some people are different from themselves.
- To know which area they live in
- To know where they go to school
- To know what a map is and how it can be used
- To know how they have changed since being a baby
- To name key body parts

Vocabulary

building, school, road, Stanmore, London, United Kingdom, long ago, past, old, new, mum, dad, brother/sister, aunt/uncle, cousin/s, grandparents, family, friends, similarities, differences, change, growing, unique, baby, child, teenager, adult, arms, legs, face, eyes, mouth, nose, ears, head, body, fingers, toes, chest, neck, elbow, knee, shoulders

Experiences and Enrichment

- All about me bags
- Walking tour of the local area and school grounds
- Google maps of where children live- Children to find their own house.

Suggested enhanced provision opportunities

- Painting self-portraits
- Exploring family pictures
- Discussing pictures of significant events (birthdays, holidays, religious observances)
- Dolls house imaginative play
- Loose part play – I can make my family
- Compare pictures from first day in Nursery

Autumn

Prior Knowledge
To identify weather and how the changing of seasons impacts on what we will see outside.

Knowledge

- To know there are different seasons.
- To know the effects of changing seasons on the world around me.
- To know weather changes over time with seasons.
- To know how trees change in Autumn.
- To know how the weather changes in Autumn.
- To know why changes happen.
- To know how animals respond to seasonal changes.

Vocabulary

Spring, Summer, Autumn, Winter, weather, similarities, differences, patterns, change, migration, hibernation, habitat, storing, woodland

Experiences and Enrichment

- Autumn school walk
- Visit the allotment
- Plant bulbs in preparation for Spring time

Suggested enhanced provision opportunities

- Natural objects tuff tray (pine cones, sticks, leaves, petals)
- Sound buttons: recordings of forest noises at night-time
- It Was a Cold Dark Night story sack
- Owl Babies story sack
- Opportunities to record findings by drawing, writing or photographing.
- Pictures of different seasons to explore similarities and differences

Autumn 2

People who help us

Prior Knowledge

To name a range of jobs and explore how they are similar/different
To discuss how people in these jobs help others
To identify a time when someone helped them

Knowledge

- To know that adults do variety of jobs.
- To know that the emergency services exist.
- To know how different people can help us.

Vocabulary

Job, community, nurse, doctor, dentist, police officer, fire fighter, vet, shop keeper, religious leaders

Suggested enhanced provision opportunities

- Role-play areas (firefighter, vets, doctors)
- Emergency vehicle imaginative play
- Junk modelling - create emergency vehicles
- Explore x-rays
- Simple maps of local area (identify areas where people work)
- Real pictures of community helpers around the world
- Rescue obstacle course

Experiences and Enrichment

Community helper visitors (police, paramedic, fire fighters), family members (different job roles), sharing festival celebrations, pantomime

Autumn 2

Festivals and Celebrations

Prior Knowledge

To know what a celebration is
To know there are different types of celebrations

Knowledge

- To know there are different countries in the world.
- To know that people speak different languages.
- To know people around the world have different religions.
- To know there are different celebrations and festivals and people celebrate differently.
- To know how Diwali is celebrated.
- To know that Mendi and Rangoli patterns are created to celebrate Diwali.

Vocabulary

Christianity, Judaism, Jainism, Islam, Mosque, Temple, Church, Synagogue, place of worship, happy, celebration, same, different, god, family, friends, rituals, community, charity, respect, kindness, similarities, differences

Suggested enhanced provision opportunities

- Construction and loose parts play - create familiar places of worship
- Dress up in traditional clothing
- Look at pictures of places of worship and celebrations around the world
- Best Diwali Ever tuff tray
- Discussing photographs of children dressed up for different religious celebrations
- Dolls house role-play

Experiences and Enrichment

- Family members sharing festivals and celebrations
- Pantomine
- Christmas show

Spring 1

Space

Prior Knowledge

To know key vocabulary sky, sun, moon, space
To know rockets, go into space

Knowledge

- To know we live on Earth
- To know there are other planets
- To know the names of the 8 planets
- To know astronauts can explore space in a rocket.
- To know the sun can be seen in the day and the moon and stars can be seen at night
- To know planets are different from one another

Vocabulary

planet, Earth, sun, moon, day, night, solar system, country, continent, physical feature, human feature, sea, ocean, land, astronaut, rocket, stars, rocks, dust, volcano,

Experiences and Enrichment

Space station carousel in the Jungle hall

Suggested enhanced provision opportunities

- Google Maps - identify local area and their own school and house
- Use play maps and small world equipment for children to create their own environments
- Land and water tuff tray
- Space station role-play
- Moon rock tuff tray
- Discussing human and physical features on planet Earth
- Making solar system models (playdough, loose parts, junk modelling)
- Space fact files

Spring 1

Recycling

Prior Knowledge
To explore materials which will float and which will sink.

Knowledge

- To name and identify a range of different materials
- To identify where and how materials are used in familiar environments
- To understand recycling means using something again in a new way.
- To explore how rubbish is sorted, cleaned and broken up at the recycling centre.
- To understand that littering can harm people and animals on Earth.

Vocabulary

coral reef, ocean, old, new, Earth, planet, recycle, save, clean, rubbish, litter, tidy, plastic, glass, paper, cardboard, clothes

Experiences and Enrichment

- Invite parents to talk about environmentally friendly jobs
- Litter pick around the school grounds or local area
- Make bug hotels using recycled materials

Suggested enhanced provision opportunities

- 'Save the oceans' tuff tray
- Sorting, organising and labelling materials
- Odd Fish tuff tray
- Junk modelling
- Collage with a range of materials
- Looking at oceans and land around the world that is clean and littered
- Write labels and signs for recycling bins

Spring 2

Animals

Prior Knowledge

To know about the difference between animals and wild animals
To be able to categorise animals by their characteristics

Knowledge

- To know there are different types of animals.
- To know different types of animals live in different places.
- To know a range of baby animal names.
- To know some animals are nocturnal and some are diurnal.
- To know that humans and other animals can grow.
- To know animals follow a life cycle in which they change and grow over time

Vocabulary

similarities, differences, environment, home, animals, pets, growing up, nocturnal, grow, growth, farm, food, life cycle, ocean, chick, lamb, calf,

Experiences and Enrichment

- Visit to the farm
- Stanmore Library story-telling session
- Egg to chick life cycle

Suggested enhanced provision opportunities

- Animal small world and story tuff trays
- Loose part play – creating animal habitats
- Farm/vet role play areas
- Sorting activities, matching animals to a home = pets, farm, wild etc.
- Animal collages using a range of materials and textures
- Night/Day tuff tray and small animal sorting
- Animal fact files

Spring 2

Healthy Eating

Prior Knowledge

To know that different animals and bird produce food that we consume and there are different people who make food that we can buy in the supermarket
To know what the word 'healthy' means.
To know some things that they need to do to keep healthy.

Knowledge

- To know that some foods are unhealthy.
- To know the names of common fruits and vegetables.
- To know that food can be grown.
- To know the food we eat can affect our oral hygiene

Vocabulary

Similarities, differences, growing up, healthy, unhealthy, fruit, vegetable, meat, humans, animals, grow, farm, plants, food, teeth, body

Experiences and Enrichment

- Visit to the greengrocer
- Making a healthy plate
- Caterlink cooking workshop
- Food tasting
- Vegetable plant/fruit growing in class

Suggested enhanced provision opportunities

- Sorting healthy and unhealthy foods
- Happy/sad teeth
- Greengrocer role play shop – creating labels and prices tags for fruit/vegetables
- Vegetable growing pit – tuff tray

Summer 1

Plants

Prior Knowledge
To know that every living being has a life cycle and they change in shape and size as they grow.
To know that every living thing follow a similar growth pattern and make comparisons.

Knowledge

- To know that plants grow from a seed or bulb.
- To know that plants need sunlight and water to grow.
- To know that plants grow and change over time.
- To know living things need care.
- To know plants follow a life cycle.

Vocabulary

Similarities, differences, changes, flowers, plants, soil, seeds, bulb, roots, stem, leaves, petals, sun, air, water, grow, life cycle, new, grow.

Experiences and Enrichment
Caterpillars from Insect Lore, local walk to the park, visit to the garden centre, planting their own seeds, plant growth investigation.

Suggested enhanced provision opportunities

- Garden centre and florist role-play
- Exploring butterfly, frog and chick life cycles
- Identifying seeds, stones and bulbs (fruit, veg, plants to dissect and identify parts)
- Using natural materials in the mud kitchen
- Planting tuff tray
- Plant diaries with photos
- Measuring plant height/growth
- Seed sorting – matching seeds to the flower/plant
- Largescale artwork – garden

Summer 2

Australia

Prior Knowledge

To know we live in England.
To know there are other countries.

Knowledge

- To know there are many countries in the world.
- To know what is the same and different in this country and in other countries.
- To know what a map it and what it can be used for.
- To know Australia is far away from England.
- To know you need to travel by aeroplane to get to Australia from England.
- To name some Australian animals.
- To know Australia has coral reefs.

Vocabulary

Spring, Summer, Autumn, Winter, map, country, London, United Kingdom, continent , physical feature, human feature, coral reef, ocean, weather, similarities, differences, koala, kangaroo, crocodile, platypus, aeroplane, travel.

Experiences and Enrichment

- Virtual Australia visit via video, Australian visitor
- Australia day – children to participate in a range of Australian themes activities.

Suggested enhanced provision opportunities

- Australian animal tuff tray
- Locate Australia on a map
- Explore and compare Human and Physical features of Australia and Stanmore
- Construction play – build homes, habitats and landscapes
- Use play maps and small world equipment for children to create their own environments

Summer 2

Dinosaurs

Prior Knowledge
The concept of chronology and change over time.

Knowledge

- To know some things happened in the past.
- To know dinosaurs are from the past and no longer exist.
- To know there are similarities and differences between the past and present.
- To know what dinosaurs ate and where they live.
- To name some dinosaurs

Vocabulary

- Long ago, past, old, new, similarities, differences, change, extinct, fossil, carnivore, herbivore, omnivore, Jurassic, excavation, Tyrannosaurus rex (T.rex), Triceratops, Stegosaurus, Brachiosaurus ,Velociraptor

Experiences and Enrichment

- Dinosaur workshop
- Hertfordshire zoo (Dinosaur walk-thru)

Suggested enhanced provision opportunities

- Fossil dig
- Venn diagrams
- Excavation role play
- Dinosaur tuff tray (sand, water and land)
- Dinosaur museum role-play area
- Explorer notebooks
- Salt dough fossils and skeleton art
- Loose part play – creating dinosaur enclosures

Reception Skills Progression

Communication and Language

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, story-telling 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.

CAL Key Vocabulary:

talk, oracy, speak, listen, understanding, follow, past, present, future, and, because, question, how, what, why, likes, dislikes, vocabulary, sentence, ideas

Communication and Language

Prime area

Listening, Attention and Understanding Early Learning Goal:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
To follow a two-part instruction To join in at group times and story times To talk to others and take it in turns to speak To join in with familiar songs and rhymes To wait and take turns in conversation		To follow simple instructions (with two or more parts) reliably To respond to others appropriately To make comments about what I have heard		To listen carefully and attentively to others To respond with questions, comments and actions To ask questions to help them understand further To engage in back-and-forth conversations confidently	

Communication and Language

Prime area

Speaking Early Learning Goal:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
To listen to and talk about stories, rhymes and non-fiction To talk about myself including my likes and dislikes To use a sentence of 4-6 words To develop social phrases such a 'Good morning.' To use past tense to talk about my past To use talk to sequence events	To use talk to work out problems and organise ideas and activities To share my ideas with familiar adults To start to use full sentences to communicate with others To begin to use new vocabulary To express a point of view	To share my ideas in small groups To articulate my ideas and thoughts in well-formed sentences To build on others' ideas To justify and explain their ideas	To use vocabulary from stories, non-fiction, rhyme and poems To explain events that have already happened in detail To use conjunctions (with support and modelling) to connect my ideas To use taught vocabulary more consistently	To use full sentences using past, present and future tenses To explain how things works and why they might happen	To take part in whole class and group discussions To retell stories; some in exact repetition and some in their own words To use conjunctions (and, because) To use taught vocabulary accurately

Personal, Social and Emotional Development

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.

PSED Key Vocabulary:

fair, unfair, share, care, similar, different, same, consequence, helpful, rules, kind, gentle, belonging, agreement, disagreement, conflict, responsibility, decision, view, opinion compromise, emotion, take turns, unique, personality, friend, like, dislike, behaviour, risk, hygienic, unhealthy, healthy, goal, persevere, resilient, confident, germs, dentist, teeth, oral health, happy, sad, excited, worried, angry, annoyed

Personal, Social and Emotional Development

Prime area

Self-Regulation Early Learning Goal:

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
To join in with whole class activities To confidently access the learning environment and activities within it To identify feelings such a 'happy/sad' To follow simple instructions from an adult	To identify a range of different feelings To identify and say how they are feeling To keep on trying when I find something difficult To sit and listen more consistently during adult focus time	To follow two-part instructions To explain why they feel a certain emotion	To identify and say how others are feeling based on their expressions and actions To identify and say what they are good at and what they would like to improve To wait for my requests and needs to be met	To follow instructions with two or more parts To consider the feelings of others	To show understanding of feelings by changing behaviour socially and emotionally To set themselves goals To follow instructions accurately (several ideas/ actions)

Personal, Social and Emotional Development

Prime area

Managing Self Early Learning Goal:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. 13
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
To develop confidence when things are new (dealing with the transition) To show an awareness of rules and how to behave in the classroom To go to the toilet myself To zip up a coat To explain why it is important to brush teeth	To dress and undress for PE/ dressing up/ aprons etc. To wash my hands properly To explain what will happen to our teeth if they are not looked after properly To follow the school and class rules	To understand how to make the right choices and the consequences of not making the right ones. To have a good understanding of oral health and how to maintain it To talk about what is right and wrong	To know ways to stay healthy To say how I keep myself healthy e.g. diet, oral health, hand washing, exercise, safe pedestrians etc. To explain why heal thy food is important	To develop resilience and perseverance when things are difficult To explain and follow rules (in the classroom and around school) To manage own basic hygiene and personal needs e.g. toileting and dressing independently	

Personal, Social and Emotional Development

Prime area

Building Relationships Early Learning Goal:

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
To play with one or more child cooperatively To communicate with familiar adults	To play with a small group of children, sharing ideas and listening to others To form good relationships with the familiar adults in my class To express and identify my feelings To express my basic needs to familiar adults e.g. ask to go to the toilet, etc.	To show friendly behaviour in the classroom and around school To work well with others listening and sharing ideas	To use words to help solve conflicts with others To develop friendships with different people To identify how others feel and respond to them appropriately	To work with others in a group To know what my own needs are and know how to share them To be sensitive to others needs and feelings	To play with others, take turns and share To form good relationships with the adults in the classroom and around school

Physical Development

PE at Aylward.pptx

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.

PD Key Vocabulary:

run, hop, skip, walk, jump, roll, bend, balance, throw, catch, hands, feet, body, movement, jog, sprint, side-step, change direction, pathway, crouch, rules, instructions, space, star, tuck, stretch, pike, roll, transition, hold, steady, apparatus, climb, descend, high, low, beat, rhythm, sequence, mirror, faster, slower, freeze, performance, underarm, overarm, aim, target, catch, pass, bounce, control, heart rate, breathing, warm-up, cool-down, circuit, stamina, muscles, fitness, exercise

Physical Development

Prime area

Gross Motor Early Learning Goal:

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
To zip up a coat To move around safely (lining up and queuing) Adjust speed and direction with control Combine movements when negotiating space e.g. running, hopping, change direction Begin to negotiate space	To experiment with different ways of moving To use equipment safely To know how to climb over and under and through obstacles To sit at the table with good posture Travel in and out of a balance with control Climb onto and off low apparatus safely Transition between high and low using apparatus	To negotiate space safely and effectively when using a range of movements Copy and adapt movements from a teacher Hold a balance for longer	Throw a beanbag or ball underarm with one hand Throw at a target with some accuracy Catch a medium sized ball with two hands Bounce and catch a ball Pass and receive in small groups Kick a ball with aim	To travel in the space and around obstacles with increasing confidence and safety To move large scale resources with others safely	To show good control and co-ordination when using larger and small-scale movements To move confidently in different ways- run, jump, skip, climb, hop, crawl, roll

Physical Development

Prime area

Fine Motor Early Learning Goal:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
To use a dominant hand To develop more control over mark making equipment such as pencils, paint brushes etc. To develop elbow pivot To develop lower arm strength and movements To draw lines and circles following different directions of strokes e.g. vertical/horizontal To use scissors safely to cut along a straight line. To form letters in their name correctly	To write some letters correctly To use cutlery To rotate wrist for writing To use an effective pencil grip To use scissors to cut curved lines	To develop increasing control when forming letters with a pencil To draw with accuracy To be able to use scissors confidently and make straight, zig zag and circular snips using one hand	Handle tools, objects, construction and malleable materials with increasing control To write letters with increased accuracy and control	To use a range of tools correctly e.g. knife and fork, scissors, paintbrushes, pencils and with good control	To form recognisable letters matching the handwriting scheme

Literacy

English Knowledge and Skills Progression.pptx

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).

Literacy Key Vocabulary:

Reading, writing, phonics, books, vocabulary, oracy, fiction, non-fiction, rhyme, fairy tale, fantasy, opinion, end, illustrator, rhythm, fact, adventure, genre, fluent, respond, contents, character, phoneme, grapheme, digraph, trigraph, fiction, setting, information, chapter, blend, segment, word, beginning, middle, end, blurb, library, imagination, sentence, story, retell, author, text, adjectives, alphabet, capital letters, title, full stop, letters

Literacy

Specific area

Comprehension Early Learning Goal:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding and retelling	To talk about stories that have been read to them	To retell key events in stories To recall facts from non-fiction books	To describe key events in stories with increasing detail	Retell simple stories Explain what they have learned from non-fiction books	Independently use key story language when retelling Join in confidently with story talk and book discussions	Respond appropriately to questions about what has been read to them Make simple inferences E.g. say how a character is feeling and explain why
Prediction	To talk about stories that have been read to them	To talk about what has happened in a story so far	Use pictures and prior knowledge to make a simple prediction	Predict or respond to questions about 'how' and 'why' something is happening in a text	To explain their predictions using simple reasoning	
Vocabulary	To join in with familiar rhymes and songs To begin to recognise and recall recently introduced vocabulary	To use new vocabulary with adult support in play	To explain the meaning of introduced vocabulary	To use new vocabulary more independently through play	To confidently use new vocabulary through play To answer questions about new vocabulary	

Literacy

Specific area

Word Reading Early Learning Goal:

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Grapheme/Phoneme matching	Read all single letter set 1 sounds (16) To identify taught Set 1 sounds on a sound mat.	To match all Set 1 letters and sounds	To identify some digraphs, saying the sound they make	To identify and read some words containing digraphs taught	To match the letters and sounds for all Set 1 and taught Set 2 single sounds and digraphs	To identify at least 10 digraphs and say the spoken sound
Blending and segmenting	To be able to hear and say initial sounds in words To orally blend CVC words To orally segment CVC words	To hear and say sounds in words To blend the sounds in CVC words to read the word To segment the sounds in CVC words for writing Read simple phrases e.g. 'big dog'	To blend sounds to read CVCC and CCVC words Read red words; **I, the, put, no, of, my, he**	Read simple phrases/captions which include digraphs	Read taught Set 2 sounds Read words consistent with Green storybooks	Read simple sentences Read red words: **your, said, you, be**

Literacy

Specific area

Writing Early Learning Goal:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Letter formation	To form lines and circles following different directions To write the letters in their name correctly	To form some recognisable letters To write uppercase letters for some words e.g. their name	To form taught lowercase letters correctly, starting in the correct place	To form most lowercase letters correctly	To form lowercase and most uppercase letters correctly	
Spelling	To be able to hear and write initial sounds in words. To identify sounds taught on a sound mat. To orally segment CVC words	To write the sounds they hear in CVC words To identify Set 1 sounds to corresponding graphemes	To write CVC words correctly To write words that match spoken sounds	To spell some red words correctly To write CVCC and CCVC words	To spell some high frequency words correctly To spell words including 'special friends' (digraphs)	
Composition	Give meanings to marks To write their own name	To write simple labels Orally compose sentences for writing	To write a short phrase or caption, such as ‘hot sun’.	To write simple sentences	To use finger spaces between words in a sentence To read my own sentences and check it makes sense	

Maths

Maths at Aylward.pptx

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.

Maths Key Vocabulary:

eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, how many altogether, total, under, over, next to, between, behind, in front, beside, inside, outside, round, curved, longer, shorter, same, different, 2D, 3D, flat, solid, sides, now, later, how long, count, number, next, before, after, one, two, three, four, five, six, seven, eight, nine, ten, order, same, different, more, less, shape, pattern, repeated, now, soon, later, heavy, light, heavier, lighter, fewer, greater than, subtraction, addition, equals, take away, count on, count back, half, double, same as, split, group, number bond, square, triangle, circle, rectangle, oval

Maths

Specific area

Number Early Learning Goal:

- Have a deep understanding of numbers to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Numbers to 10 and subitising	To show numbers to 5 using concrete resources To match numeral and quantity To subitise (up to 5) To count, recognise and order numbers to 5	To recite number names in sequence to 10 and beyond		To count, order and sequence numerals to 10 To subitise numbers beyond 5, sometimes noticing two groups e.g. 3 + 3 (6 dice)		To show how numbers to 10 are made up using different models e.g. part whole, tens frame To count, order and sequence numerals to 20
Calculation	To solve some simple problems with numbers to 5	To add two groups together To take an amount away	To find the composition of numbers within 5 To partition numbers within 5 To recall numbers bonds to 5	To solve addition and subtraction number sentences To find the composition of numbers within 10 To partition numbers within 10	To recall some double facts e.g. 1 and 1 is 2	To recall double facts To recall number bonds To recall some subtraction facts within 5

Maths

Specific area

Numerical Pattern Early Learning Goal:

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Number System	To count to 5 reliably To count to 10 by rote	To count to 10 with 1.1 correspondence To order numbers to 10			To count to 20, knowing the teen numbers	To count beyond 20
Comparison	To match, sort and compare numeral and quantity To compare size beginning to use mathematical language e.g. saying when one tower is bigger/smaller/taller/shorter) To use money during role play activities To identify which group has more/less	To find one more/ one less To talk about shapes and their properties	To measure and compare length, weight and capacity using correct mathematical language – longest, shortest, equal to To name some money coins	To compare two quantities, identifying when groups have the same amount To share resources between groups equally	To find half of an amount To double an amount To compare quantities using greater/ more than, fewer/ less than, the same/ equal	To name 2D shapes and some common 3D shapes
Pattern	To recognise patterns	To continue and copy patterns	To create my own patterns	To share equally and begin to identify if a number is odd and even numbers		To recall double facts To recall number bonds To recall some subtraction facts within 5

Understanding the World

Geography at Aylward.pptx

Science at Aylward.pptx

History at Aylward.pptx

RE at aylward.pptx

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.

Understanding the World Key Vocabulary:

Observe, explore, investigate, compare, describe, question, explain, environment, animal, habitat, polar, rainforest, Arctic, Antarctic, desert, ice, snow, season, change, living, growth, weather, technology, past, present, family, community, countries, world, planet, festivals, celebrations, religion, belief, place of worship.

Specific area

Understanding the World

Past and Present Early Learning Goal:

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
To talk about members of my family To talk about the ways, I have changed since I was a baby To identify similarities and differences between now and the past To talk about how families change over time To talk about what I can see in pictures of the past	To name different occupations To talk about how people with different occupations help us To name the three main types of emergency services To describe what the emergency services do	To talk about key events that happened in the past e.g. the first man to walk on the moon To compare astronauts from today and the past To talk about significant people in history	To talk about how people in the past kept healthy compared to today To talk about how food and cooking has changed over time To talk about how animals grow and change over time	To compare changes over time through plant observations	To talk about the world when dinosaurs existed To explain dinosaurs were from the past and no longer exist To compare dinosaurs to animals now

Understanding the World

Specific area

People, Culture and Communities Early Learning Goal:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
To talk about my family and people who are special to me To form new relationships To describe the environment using their senses; hear, feel, see, smell	To name different countries To name some countries To describe how Hindus celebrate Diwali To describe different celebrations and festivals To explain how people who help us within the local community. To re-tell the Christmas story in their own words To recognise Jesus as an important figure in Christianity To compare family traditions	To compare life on Earth to space To understand that people can help the environment by recycling To explain how recycling helps people and the planet To explain why special places and practices are important in Islam. To explain how water is used in Islam and other religions. To describe Chinese New Year celebrations	To identify special places for people in their own and other communities To describe what I have learned from stories/non-fiction books To describe different types of food eaten in different countries and communities To talk about the food they eat at home and in school	To show respect to others' beliefs and opinions To talk about ways they can help others at school and at home To explain why being kind is important	To compare the similarities and differences of lives in other countries To draw information from simple maps To make links between Jesus' actions and their own experiences of being kind and helpful

Specific area

Understanding the World

The Natural World Early Learning Goal:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
To identify seasonal changes observed To name the different seasons To describe seasonal changes To describe the weather To describe the area they live in To identify and recognise the key features of Autumn	To describe what I can see, hear and feel outside To identify and recognise the key features of Winter To understand some changes can be reversible (freezing, melting) and some irreversible To identify and recognise the key features of Winter	To make observations of animals To describe different environments e.g. countries, Earth. Space etc. To explain the importance of looking after and caring for animals To explain the importance looking after our environment.	To identify and recognise the key features of Spring To compare different habitats To compare different types of animals To identify and recognise the key features of Spring	To identify what plants need to grow To describe a life cycle using key vocabulary To make observations of plants and animals changing over time	To describe a different environment and compare it with England To identify and recognise the key features of Summer

Expressive Arts and Design

Art at Aylward.pptx Music at Aylward.pptx

DT at Aylward v2.pptx

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 .

Expressive Arts and Design key vocabulary:

- *Create, design, make, build, join, construct, plan, explore*
- *Listen, rhythm, beat, sound, loud, quiet, fast, slow, pattern, mood*
- *Move, freeze, stretch, balance, jump, travel, turn, gesture, express, respond*

Specific area

Expressive Arts and Design

Creating with Materials Early Learning Goal:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
To give meaning to the marks they make. To use a range of materials and tools to create for different purposes. To explore colour mixing and talk about their findings. To develop my own imaginative ideas, supporting role-play and small-world play. To draw with increasing control using a range of media. To observe facial features carefully. To use lines and shapes to create portraits. To talk about artwork using simple artistic vocabulary.	To name a range of tools and techniques. To experiment with different colours, materials and tools, to create a range of models and artwork. To combine materials and techniques, e.g. collage and overlapping. To begin explaining their models and creations. To recreate familiar stories through role-play. To plan a simple model before making it. To select suitable recycled materials. To join materials securely using different techniques. To evaluate and improve a finished model.	To use scissors and one-handed tools safely and accurately. To understand that pictures can be created by making observations or by using imagination. To use paints, pastels and other resources to create observational drawings. To use materials and props to retell stories, and to create imaginary situations. To blend and layer paint to create different effects. To experiment with colour mixing. To use brushes and painting tools with increasing control. To create artwork inspired by an artist.	To think carefully about a design, paying attention to colour, texture and function. To talk about what they have made, describing the materials used and explaining its purpose or use. To identify and select resources and tools to achieve a particular outcome. To create and use a range of props to support and enhance role play. To prepare ingredients safely. To chop, peel and mix ingredients with appropriate support. To follow a simple recipe. To evaluate the finished food by discussing its taste, texture and appearance.	To use a range of tools and materials with a goal in mind. To work towards a shared goal, working collaboratively with resources and others. To evaluate their designs and suggest improvements or changes to make their creations more effective. To design a simple moving product. To test, evaluate and improve a finished product.	To explore art types from different cultures, including Aboriginal art. To describe ways of safely using and exploring a variety of materials. To selects tools and techniques needed to shape, assemble and join materials they are using. To create repeating patterns. To use dots, lines and symbols to decorate artwork. To explore printing and drawing techniques. To compare artwork with art from different cultures.

Specific area

Expressive Arts and Design

Being Imaginative and Expressive Early Learning Goal:

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
To learn a range of nursery rhymes and songs from around the world. To show awareness of how to use musical instruments appropriately. To explore singing at different speeds and pitch to create moods and feelings. To use my imagination to create small-world play and role-play situations.	To discover how to use the voice to create loud and soft sounds. To select an instrument to create a specific sound. To sing echo songs and perform movements to a steady beat. To sing some popular songs to a small group. To recount familiar stories and poems, with support from others.	To copy and adapt movements from a partner. To create short dance routines and mirror movements. To show awareness of rhythm becoming slower/faster. To move body in time to music. To begin adapting well known stories, using recently used vocabulary.	To join in with singing and dancing. To explore how to use voice to create high and low sounds. To clap rhythmic patterns. To play instruments to a steady beat and understand how to hold and play an instrument with care. To explore poems and narratives within a small group.	To respond to different moods and emotions in music. To select different instruments including the voice to create sound effects in play. To experiment performing songs and music together with body movements to a steady beat. To recount and perform familiar stories, with my friends and adults.	To express their feelings through movement, discussion or creative responses. To understand that pictures represent different clapping patterns. To perform songs, rhymes, poems and stories alone and with others.