Hilden Grange Early years

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**Intent:** We offer a rich, diverse curriculum filled with memorable experiences. Our stimulating environment provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning. It is our intent that all 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. 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.

**Implementation:** 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 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. 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 Nature Explorer 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 topics which are enriched with classroom enhancements, trips and visitors. Topics 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 weekly information letters to inform them of what their child is learning. Parents will be using *Arc Pathway* to engage in their child's learning and share experiences from home. As part of the learning and teaching process, 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.

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|  |  | Michaelmas 1 | Michaelmas 2 | Lent 1 | Lent 2 | Trinity 1 | Trinity 2 |
| ***Topic*** |  | ***Autobiographies*** | ***Autobiographies*** | ***Being Me in My World***  | ***Super Me*** | ***All Creatures Great and Small*** | ***Growth and Change*** |
| ***Suggested Texts*** |  | *Stevie Wonder – Musician – American**Frida Kahlo – Artist – Mexican* *Marie Curie – Scientist – Poland**Rudolf Nureyev – Ballet Dancer – Soviet Union**Zaha Hadid – Architect – Iraqi**Pele – Footballer – Brazil* | *Louis Braille – Six Dots**Katherine Johnson – NASA Mathematician**David Attenborough* | *Unplugged – Steve Anthony**Clicken Chicken - Jeanne Willis and Tony Ross**Conor Crowe can’t let go - Howard Pearlstein**Old McDonald had a phone - Jeanne Willis and Tony Ross**Troll Stinks - Jeanne Willis and Tony Ross* | *From my head to my toes what I say goes - Charlotte Barkla**Powerful you - Kate Jane Neal**Mothers’ Day - I’ve loved you since forever - Hoda Kotb**Klyde the Kraken wants a friend - Brooke Hartman**Easter – The Easter Story* | *The Owl Babies – Martin Waddell**The Bad-Tempered Ladybird – Eric Carle**The Very Hungry Caterpillar – Eric Carle**Superworm – Julia Donaldson**We’re Going on a Bear Hunt – Michael Rosen/We’re Going on a Lion Hunt – David Axtell**Meerkat Mail – Emily Gravett* | *George and Flora’s Secret Garden**The Magical Garden of Claude Monet – Laurence Anholt**Oliver’s Vegetables – Vivian French**Jasper’s Beanstalk – Nick Butterworth**House for a Hermit Crab - Eric Carle**Dear Greenpeace – Simon James* |
| ***Visitors/Trips/******Events*** |  | *Reception – Kent Life* | *Halloween – pumpkins – 31st October**Fireworks/Diwali**Remembrance Day – November 13th* *St. Andrews Day – November 30th**Christmas* | *Science Dome**New Year**Chinese New Year – February 10th* *Valentine’s Day* | *Reception – Drusillas**Mothers’ Day* | *Reception – Hastings**Owl Centre Visit* |  |
| **Personal, Social and Emotional Development**These skills will develop as stepping stones rather than by terms | **Jigsaw** | **Being me in my World**  | **Celebrating Differences**  | **Relationships**  | **Changing Me**  | **Dreams and Goals**  | **Healthy Me**  |
| **Language of Learning –** *Responsibility, Challenge, Perseverance, Communication, Positivity, Confidence* |
| **Nursery** | Separating from main carer with support and encouragement from a familiar adultExplore new environment with supportBuilding relationships with adults and peersSelecting and using resources with support if neededExplore a range of feelings using visuals and props | Playing in a group alongside othersExtending a play ideaTalking to others in playSelecting and using resources independentlyTo become aware of their emotions | Playing with increasing confidence on their own and alongside other childrenExtending a play ideaTalking to others in playInviting others to playTo make their own choices in playTo talk about their feelings *e.g. I am sad because . . .* | Listening to others and finding ways to resolve conflictsInitiating conversationApplying new vocabulary in their playTo express a range of emotions and show these in their drawingsTo explore the feelings of others | Explaining own understandingMake comments about their learning Extend and elaborate play with othersTo show sensitivity to their own and others needs and feelingsTo talk about feelings of characters in stories | Playing co-operativelyTaking turnsIncorporating the ideas of others in playTalk about their learning and reflect on what helps them to persevere through difficultiesIncrease vocabulary to describe feelings *e.g. angry, worried*Demonstrate the increasing ability to talk about the strategies they use to manage their emotions |
| **Reception**  | Adapting to new routines and rulesBuilding relationships with adults and peersSelecting and using resources Explore a range of feelings using visuals and props | Listening to others and finding ways to resolve conflictsInitiating conversationExplaining own understandingAsking questions | Playing co-operativelyTaking turnsIncorporating the ideas of others in playThinking of others when making choices | Begin to play group games | Showing resilience and perseverance in the face of challenge | Understanding what bullying isPlay group games with rulesResolve disagreement and come up with solutions |
|  | **Letter-join Programme/Write Dance/Dough Disco** |
| **Physical Development** | **Nursery** | Taking care of personal hygiene needs independentlyShow independence with eating and drinkingBegin to show a preference for a dominant handClimb apparatus safely using alternate feetBegin to show awareness of moving equipment safely with peers | Independently put on coats, with support for the zip and buttonsCopy dance moves and move to different kinds of rhythms Use mark making resources with increasing independence | Fine motor activities e.g.threading, cutting, using tools, holding a pencil, mark making, DoughDisco etc.Mark make in sensory trays and also copy different patternsMove in differentways, e.g. climbing,running, jumping in order to develop grossmotor skillsHold jugs and containers confidently and pour from onecontainer into anotherAwareness of healthy food choices and impacton our body | Mark make using a comfortable grip when using pencils and pensUse clockwise and anticlockwise movement Retrace vertical lines | Begin to form numbers and familiar letters, e.g. letters in their nameUse balancing apparatus | Use a dominant hand Form letters in nameSecure in holding a pencil, generally using tripod gripConfidently use scissors and other tools safelyFeed paper/materials through hand when cutting around objectsMove confidently in a range of ways avoiding obstacles |
| **Reception** | Use a dominant handForm some recognisable letters Use scissors confidently and make straight, zig zag and circular snips using one handUse climbingequipment safely andcompetentlyNegotiate spaceEffectivelyBegin to cross mid-line | Use scissors effectivelyForm an increasing number of recognisable lettersShow good practice with regard to exercise, eating, sleeping and hygieneCross mid-line with increasing accuracy | Accuracy and care when drawingUse a pencil effectively to form recognisable letters, most of which are formed correctlyUse a range of small tools | Accuracy and care when drawingUse a pencil effectively to form recognisable letters, most of which are formed correctlyUse a range of small tools | Form letters and numbers correctlyDiscuss healthy foods | Show good control and coordination in large and small movements Handle a range of equipment and tools effectively |
| CLL | **Nursery** | Talk about characters both real and imaginaryTalk about themselves and familyDevelop communication that can be understood by othersListen to traditional stories and retain key vocabulary | Listen to and follow simple instructionsListen to different Nursery rhymes and to join in, singing words confidently and clearly | Talk about celebrations at homeListen to stories on celebrations e.g. Diwali, Christmas, Chinese New Year and talk about them and why they are celebrated | Understand simple instructions, questions and commands | Express ideas and feelings about their experiences | Begin to use a wide range of vocabulary in the correct contextTalk in short sentences Answer questions and share opinions using relevant vocabulary |
| **Reception** | Talk about themselves and othersSpeak about a range of textsDescribe features of traditional stories and use these e.g. *Once upon a time*Character and settingStructure of storiesRetell familiar stories Know that stories have a beginning, a middle and an end | Sequence familiar rhymes and say what happens next | Compare different festivalsMake comments about their observations | Describe familiar texts with detail and using full sentencesBegin to talk about why things happen using new vocabulary learnt | Ask questions about familiar aspects of their environment and their learningMake comments about their observations | Label and sort living thingsOrder a range of life-cyclesDescribe habitatsRecall a range of factsEngage in meaningful conversation with othersExpress views/ideasUse a range of vocabulary Follow a sequence of instructions  |
| Phonics | **Nursery** | Phase 1: General sound discrimination (environmental, instrumental, body percussion), Rhyme and rhythm, Alliteration, Voice sounds, Oral blending and segmenting***Read, Write, Inc.*** Set 1 sounds (a sound a week)Verbally segment and blend |
| **Reception** | ***Read, Write Inc***. Set 1 Sounds *m, a, s, d, t, I, n, p, g, o, c, k, u, b, f, e, l, h, sh, r* | ***Read, Write, Inc.*** Complete Set 1 Sounds *j, v, y, w, th, z, ch, qu, x, ng, nk*  | ***Read, Write, Inc.***Complete Set 2 Sounds *ou, oy*Alphabet – Letter namesDittiesIntroduce Set 2 Sounds *ay, ee, igh, ow, oo (long)* *oo (short), ar, or, air, ir, ou, oy* | ***Read, Write, Inc.***Set 3 Sounds (split digraphs) *a-e, i-e, o-u,* *u-e*Securing all sounds taughtPolysyllabic words | ***Read, Write, Inc.***Set 3 sounds *ire, ear, ure*Securing all sounds taughtPolysyllabic words | Securing all sounds taughtPolysyllabic words |
| *(Phonics is taught fluidly and adapts according to the needs of the cohort – some children may progress further in the scheme)* |
| Literacy | **Nursery** | Clap out syllables in wordsListen to songs and stories containing rhymesBuilding vocabulary – word of the weekRecognising names – self-registration/pegsMark make and identify their marksRecognise familiar logs and labels within the environmentKnow that text has meaning and is read from left to right and top to bottom in EnglishParts of a book e.g. front cover, back cover, spine, pages | Find and identify familiar lettersBegin to explore initial sounds in familiar words and environmentFeatures of books – fiction and non-fictionAuthor and illustratorKnow that stories have a sequence – beginning, middle, endJoin in with repeated refrainsKnow that letters are used to make up words | Begin to attempt writing familiar letters e.g. letters in their nameFind and identify familiar letters | Mark make and give meaning to their marksIdentify pictures linked to Read, Write, Inc. soundBegin to form some letters correctly e.g. letters in their name | Identify some sounds during oral blending gamesBegin to make predictions about a story supported by an adult with vocabularyTalk about different parts of a story | Begin to identify initial sounds and blend familiar CVC wordsBegin to segment sounds in CVC wordsIndependently make predictions about a storyMark make for a particular purpose and talk about marksEngage in extended conversations about stories |
| **Reception** | Clap out syllables in wordsListen to songs and stories containing rhymesBuilding vocabulary – word of the weekRecognising names – self-registration/pegsListen to and hear initial sounds in familiar words as well as CVC wordsListen to familiar stories and recall some factsKnow that sentences are made out of wordsCapital letters and full-stopsWrite familiar words e.g. *I, the*Labels and captions | Listen to and hear sounds in CVC and CVCC wordsAnticipate what happens next in a storyWrite a simple sentenceExpand use of regular high frequency words e.g. *was, to*Apply knowledge of phonics to own writing | Extend sentences *and, with*Question and exclamation marksContinue to expand use of regular high frequency words and Reception Common Exception Words | Develop sentence writing – using adjectives and a variety of startersContinue to expand use of regular high frequency words and Reception Common Exception Words | Write 2-3 sentencesCheck written work and make changes where necessary | Write a short paragraph made up of 3 or more sentences using capital letters, finger spaces and full-stops |
|  | Days of the Week/Months of the Year and language associated with time |
| **Maths** | **Nursery** | Explore simple composition of number through rhymesSort objects by a variety of criteriaRecite numbers to 3Subitise small amounts of up to 3 objects Link numeral and quantity up to 3Show ‘finger numbers’ up to 3Solve real world mathematical problems up to 3Say one number for each item in order: 1, 2, 3, 4, 5 Talk about shapes of everyday objects e.g. *round, tall*Show an awareness and name some 2D shapes using relevant mathematical language | Know and sing a selection of number rhymesDescribes similarities and differences of quantitiesRecite numbers to 5Subitise small amounts of up to 5 objects Link numeral and quantity up to 5Show ‘finger numbers’ up to 5Solve real world mathematical problems up to 5Extend knowledge of 2D shapes | Identify patterns around them e.g. stripes on clothes, designs on rugsCompare quantities by ‘more than’, ‘fewer than’ and ‘the same’Recite numbers to 6Subitise small amounts of up to 6 objects Link numeral and quantity up to 6Show ‘finger numbers’ up to 6Solve real world mathematical problems up to 6Show an awareness of positional language | Extend and create simple AB patternsRecite numbers to 7Subitise small amounts of up to 7 objects Link numeral and quantity up to 7Show ‘finger numbers’ up to 7Solve real world mathematical problems up to 7Make sensible comparisons between objects relating to size, length, weigh and capacityDescribe a sequence of events accurately | Spotting and exploring errors in repeating patternsCount objects, actions and soundsRecite numbers to 8Subitise small amounts of up to 8 objects Link numeral and quantity up to 8Show ‘finger numbers’ up to 8Solve real world mathematical problems up to 8Begin to recognise basic 3D shapes in the environment | Explore, continue and create patterns (including AB, ABB and ABBC)Recite numbers to 9Subitise small amounts of up to 9 objects Link numeral and quantity up to 9Show ‘finger numbers’ up to 9Solve real world mathematical problems up to 9Cardinal principle – last number reached when counting is the totalCount objects, actions and soundsUse vocabulary linked to describing size and distanceOrder 2-3 items by length or height |
| **Reception** | Explore composition of number to 10Find one more/one less than a number within 10Find total number of items in two groupsForm numerals 0 – 9Recall ‘finger’ doublesHalving numbers from 10Odd and even numbersKnow names of 2D shapes and describe their propertiesIntroduce basic 3D shapes looking at nets and propertiesUse non-standard units to measure length, weight and capacity | Recite numbers beyond 10Explore composition of ‘teen’ numbers (place value)Subitise numbers to 10Recall doubles to 7Halving numbers beyond 10Automatically recall number bonds for numbers 0-10Explore and represent patterns within numbers to 10Subtracting Expand knowledge of 2D shapes and their propertiesExpand knowledge of 3D shapes and their propertiesUse standard units of measurement for length, weight and capacityMeasure time in simple ways | Verbally count beyond 20, recognising the pattern of the counting systemCount in 10’sPlace value of numbers to 30Continue to develop Subutising numbers to 10Recall doubles to 8SharingCompare quantities in different contexts using language of ‘less than’, ‘greater than’ and ‘equal to’Constructing 2D and 3D shapes showing an awareness of their propertiesCompare and estimate measuresRead o’clock timeRecord mathematical findings | Verbally count beyond 20, recognising the pattern of the counting systemCount in 2’sPlace value of numbers beyond 30Counting irregular patternsEstimatingRecall doubles to 9SharingConstructing 2D and 3D shapes showing an awareness of their propertiesMake observations and compare length, weight and capacityRead half past on an analogue clock | Begin to count to 100, recognising the pattern of the number systemCount in 5’sPlace value of numbers to 100EstimatingRecall doubles to 10Arrays/groups of numbers Use a number line/100 square to solve problemsRead and write number sentencesName a wide range of 2D and 3D shapes using the correct mathematical languageTo estimate using measures |
|  |  | *Throughout the year both in class and in assemblies, children celebrate festivals from around the world, recognising that people have different beliefs and celebrate in different ways.* |
| **Understanding the World** | **Nursery** | Know some similarities and differences between different cultural communities in this country, drawing on their experiences and what has been read in class | Look at the changing seasons – Autumn/WinterUnderstand the past through settings and storytelling | Exploring self and families – celebrating differencesComparing festivals around the world and similarities and differences between themRecognise that people have different beliefs and celebrate special times in different waysLook at how technology is used at home and at school | Look at the changing seasons – SpringExploring self and families – celebrating differences | Look at the changing seasons – SummerExplore collections of materials using all sensesUnderstand key features of the life cycle of a plant - sunflowerDevelop respect and care for the environmentPlant seeds and care for growing plantsLook at decay | Understand key features of the life cycle of animals *e.g. ducklings*Explore how to care for animals and the environment |
| **Reception** | Discuss daily weather and seasonsUnderstand changing states of matterProperties of materials and their purposeKnow some similarities and differences between different cultural communities in this country, drawing on their experiences and what has been read in class | Autumn/Winter - changes in the environmentClimate changeExploring changes in materialsUnderstand the past through settings and storytelling | Explore electrical circuits and the range of technology used Exploring self and families – celebrating differencesComparing festivals around the world and similarities and differences between themRecognise that people have different beliefs and celebrate special times in different ways | Look at the changing seasons – SpringExploring self and families – celebrating differences | Summer – changes in the environmentExplore growth, change and decay in plantsLife-cycle of plants. Grow vegetables *e.g. courgettes, pumpkins, beans*Make observations and drawings of plantsCompare different environments and how these are influenced by human activity *e.g. rainforests, polar regions, savannahs, British woodlands and countryside*Recording our journey to the seasideExplore floating and sinking | Discuss endangered animals and extinctionLife-cyclesIdentify how animals adapt to different environments |
| **Expressive Arts and Design** | **Nursery** | Explore one handed toolsExperiment with a range of materials Colour mixing | Begin to understand how to use tools safelyUse everyday materials to explore their ideas and interestsTo explore the transformative effect of their action on materials | Explore a wider variety of materials and texturesTo show some control when operating tools | Explore joining methodsTo show an understanding that different materials/tools can be used in a range of waysChoosing and using different materials for different effects | Develop their own ideas, such as deciding what materials they would like to useTo create collaboratively, sharing ideas, resources and skills and to talk about the process/tools used | Evaluating and adapting work with supportBuild on previous learning to refine ideasUse their increasing knowledge and understanding of tools and materials to explore their interests and develop thinking |
| **Reception** | Explore one handed toolsExperiment with a range of materials Colour mixing | Design process – designing and makingExploring properties of materials. | Junk modelling – combining materials for a desired effectExplore a wider variety of materials and texturesTo show some control when operating tools | Explore joining methodsTo show an understanding that different materials/tools can be used in a range of waysChoosing and using different materials for different effects | Develop their own ideas, such as deciding what materials they would like to useTo create collaboratively, sharing ideas, resources and skills and to talk about the process/tools used | Evaluating and adapting work with supportBuild on previous learning to refine ideasUse their increasing knowledge and understanding of tools and materials to explore their interests and develop thinking |