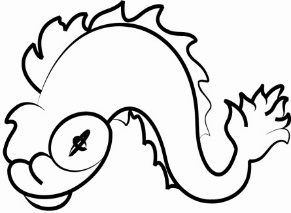
Hilden Grange Early years

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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 adult  Explore new environment with support  Building relationships with adults and peers  Selecting and using resources with support if needed  Explore a range of feelings using visuals and props | Playing in a group alongside others  Extending a play idea  Talking to others in play  Selecting and using resources independently  To become aware of their emotions | Playing with increasing confidence on their own and alongside other children  Extending a play idea  Talking to others in play  Inviting others to play  To make their own choices in play  To talk about their feelings *e.g. I am sad because . . .* | Listening to others and finding ways to resolve conflicts  Initiating conversation  Applying new vocabulary in their play  To express a range of emotions and show these in their drawings  To explore the feelings of others | Explaining own understanding  Make comments about their learning  Extend and elaborate play with others  To show sensitivity to their own and others needs and feelings  To talk about feelings of characters in stories | | | Playing co-operatively  Taking turns  Incorporating the ideas of others in play  Talk about their learning and reflect on what helps them to persevere through difficulties  Increase 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 rules  Building relationships with adults and peers  Selecting and using resources  Explore a range of feelings using visuals and props | Listening to others and finding ways to resolve conflicts  Initiating conversation  Explaining own understanding  Asking questions | Playing co-operatively  Taking turns  Incorporating the ideas of others in play  Thinking of others when making choices | Begin to play group games | Showing resilience and perseverance in the face of challenge | | | Understanding what bullying is  Play group games with rules  Resolve disagreement and come up with solutions |
|  | **Letter-join Programme/Write Dance/Dough Disco** | | | | | | | | |
| **Physical Development** | **Nursery** | Taking care of personal hygiene needs independently  Show independence with eating and drinking  Begin to show a preference for a dominant hand  Climb apparatus safely using alternate feet  Begin to show awareness of moving equipment safely with peers | Independently put on coats, with support for the zip and buttons  Copy 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, Dough  Disco etc.  Mark make in sensory trays and also copy different patterns  Move in different  ways, e.g. climbing,  running, jumping in order to develop gross  motor skills  Hold jugs and containers confidently and pour from one  container into another  Awareness of healthy food choices and impact  on our body | Mark make using a comfortable grip when using pencils and pens  Use clockwise and anticlockwise movement Retrace vertical lines | Begin to form numbers and familiar letters, e.g. letters in their name  Use balancing apparatus | | | Use a dominant hand  Form letters in name  Secure in holding a pencil, generally using tripod grip  Confidently use scissors and other tools safely  Feed paper/materials through hand when cutting around objects  Move confidently in a range of ways avoiding obstacles |
| **Reception** | Use a dominant hand  Form some recognisable letters  Use scissors confidently and make straight, zig zag and circular snips using one hand  Use climbing  equipment safely and  competently  Negotiate space  Effectively  Begin to cross mid-line | Use scissors effectively  Form an increasing number of recognisable letters  Show good practice with regard to exercise, eating, sleeping and hygiene  Cross mid-line with increasing accuracy | Accuracy and care when drawing  Use a pencil effectively to form recognisable letters, most of which are formed correctly  Use a range of small tools | Accuracy and care when drawing  Use a pencil effectively to form recognisable letters, most of which are formed correctly  Use a range of small tools | Form letters and numbers correctly  Discuss 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 imaginary  Talk about themselves and family  Develop communication that can be understood by others  Listen to traditional stories and retain key vocabulary | Listen to and follow simple instructions  Listen to different Nursery rhymes and to join in, singing words confidently and clearly | Talk about celebrations at home  Listen 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 context  Talk in short sentences  Answer questions and share opinions using relevant vocabulary |
| **Reception** | Talk about themselves and others  Speak about a range of texts  Describe features of traditional stories and use these e.g. *Once upon a time*  Character and setting  Structure of stories  Retell familiar stories  Know that stories have a beginning, a middle and an end | Sequence familiar rhymes and say what happens next | Compare different festivals  Make comments about their observations | Describe familiar texts with detail and using full sentences  Begin to talk about why things happen using new vocabulary learnt | Ask questions about familiar aspects of their environment and their learning  Make comments about their observations | | | Label and sort living things  Order a range of life-cycles  Describe habitats  Recall a range of facts  Engage in meaningful conversation with others  Express views/ideas  Use 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 names  Ditties  Introduce 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 taught  Polysyllabic words | ***Read, Write, Inc.***  Set 3 sounds *ire, ear, ure*  Securing all sounds taught  Polysyllabic words | | | Securing all sounds taught  Polysyllabic 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 words  Listen to songs and stories containing rhymes  Building vocabulary – word of the week  Recognising names – self-registration/pegs  Mark make and identify their marks  Recognise familiar logs and labels within the environment  Know that text has meaning and is read from left to right and top to bottom in English  Parts of a book e.g. front cover, back cover, spine, pages | Find and identify familiar letters  Begin to explore initial sounds in familiar words and environment  Features of books – fiction and non-fiction  Author and illustrator  Know that stories have a sequence – beginning, middle, end  Join in with repeated refrains  Know that letters are used to make up words | Begin to attempt writing familiar letters e.g. letters in their name  Find and identify familiar letters | Mark make and give meaning to their marks  Identify pictures linked to Read, Write, Inc. sound  Begin to form some letters correctly e.g. letters in their name | Identify some sounds during oral blending games  Begin to make predictions about a story supported by an adult with vocabulary  Talk about different parts of a story | | | Begin to identify initial sounds and blend familiar CVC words  Begin to segment sounds in CVC words  Independently make predictions about a story  Mark make for a particular purpose and talk about marks  Engage in extended conversations about stories |
| **Reception** | Clap out syllables in words  Listen to songs and stories containing rhymes  Building vocabulary – word of the week  Recognising names – self-registration/pegs  Listen to and hear initial sounds in familiar words as well as CVC words  Listen to familiar stories and recall some facts  Know that sentences are made out of words  Capital letters and full-stops  Write familiar words e.g. *I, the*  Labels and captions | Listen to and hear sounds in CVC and CVCC words  Anticipate what happens next in a story  Write a simple sentence  Expand use of regular high frequency words e.g. *was, to*  Apply knowledge of phonics to own writing | Extend sentences *and, with*  Question and exclamation marks  Continue to expand use of regular high frequency words and Reception Common Exception Words | Develop sentence writing – using adjectives and a variety of starters  Continue to expand use of regular high frequency words and Reception Common Exception Words | Write 2-3 sentences  Check 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 rhymes  Sort objects by a variety of criteria  Recite numbers to 3  Subitise small amounts of up to 3 objects  Link numeral and quantity up to 3  Show ‘finger numbers’ up to 3  Solve real world mathematical problems up to 3  Say 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 rhymes  Describes similarities and differences of quantities  Recite numbers to 5  Subitise small amounts of up to 5 objects  Link numeral and quantity up to 5  Show ‘finger numbers’ up to 5  Solve real world mathematical problems up to 5  Extend knowledge of 2D shapes | Identify patterns around them e.g. stripes on clothes, designs on rugs  Compare quantities by ‘more than’, ‘fewer than’ and ‘the same’  Recite numbers to 6  Subitise small amounts of up to 6 objects  Link numeral and quantity up to 6  Show ‘finger numbers’ up to 6  Solve real world mathematical problems up to 6  Show an awareness of positional language | Extend and create simple AB patterns  Recite numbers to 7  Subitise small amounts of up to 7 objects  Link numeral and quantity up to 7  Show ‘finger numbers’ up to 7  Solve real world mathematical problems up to 7  Make sensible comparisons between objects relating to size, length, weigh and capacity  Describe a sequence of events accurately | Spotting and exploring errors in repeating patterns  Count objects, actions and sounds  Recite numbers to 8  Subitise small amounts of up to 8 objects  Link numeral and quantity up to 8  Show ‘finger numbers’ up to 8  Solve real world mathematical problems up to 8  Begin to recognise basic 3D shapes in the environment | | | Explore, continue and create patterns (including AB, ABB and ABBC)  Recite numbers to 9  Subitise small amounts of up to 9 objects  Link numeral and quantity up to 9  Show ‘finger numbers’ up to 9  Solve real world mathematical problems up to 9  Cardinal principle – last number reached when counting is the total  Count objects, actions and sounds  Use vocabulary linked to describing size and distance  Order 2-3 items by length or height |
| **Reception** | Explore composition of number to 10  Find one more/one less than a number within 10  Find total number of items in two groups  Form numerals 0 – 9  Recall ‘finger’ doubles  Halving numbers from 10  Odd and even numbers  Know names of 2D shapes and describe their properties  Introduce basic 3D shapes looking at nets and properties  Use non-standard units to measure length, weight and capacity | Recite numbers beyond 10  Explore composition of ‘teen’ numbers (place value)  Subitise numbers to 10  Recall doubles to 7  Halving numbers beyond 10  Automatically recall number bonds for numbers 0-10  Explore and represent patterns within numbers to 10  Subtracting  Expand knowledge of 2D shapes and their properties  Expand knowledge of 3D shapes and their properties  Use standard units of measurement for length, weight and capacity  Measure time in simple ways | Verbally count beyond 20, recognising the pattern of the counting system  Count in 10’s  Place value of numbers to 30  Continue to develop Subutising numbers to 10  Recall doubles to 8  Sharing  Compare quantities in different contexts using language of ‘less than’, ‘greater than’ and ‘equal to’  Constructing 2D and 3D shapes showing an awareness of their properties  Compare and estimate measures  Read o’clock time  Record mathematical findings | Verbally count beyond 20, recognising the pattern of the counting system  Count in 2’s  Place value of numbers beyond 30  Counting irregular patterns  Estimating  Recall doubles to 9  Sharing  Constructing 2D and 3D shapes showing an awareness of their properties  Make observations and compare length, weight and capacity  Read half past on an analogue clock | Begin to count to 100, recognising the pattern of the number system  Count in 5’s  Place value of numbers to 100  Estimating  Recall doubles to 10  Arrays/groups of numbers  Use a number line/100 square to solve problems  Read and write number sentences  Name a wide range of 2D and 3D shapes using the correct mathematical language  To 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/Winter  Understand the past through settings and storytelling | Exploring self and families – celebrating differences  Comparing festivals around the world and similarities and differences between them  Recognise that people have different beliefs and celebrate special times in different ways  Look at how technology is used at home and at school | Look at the changing seasons – Spring  Exploring self and families – celebrating differences | Look at the changing seasons – Summer  Explore collections of materials using all senses  Understand key features of the life cycle of a plant - sunflower  Develop respect and care for the environment  Plant seeds and care for growing plants  Look 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 seasons  Understand changing states of matter  Properties of materials and their purpose  Know 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 environment  Climate change  Exploring changes in materials  Understand the past through settings and storytelling | Explore electrical circuits and the range of technology used  Exploring self and families – celebrating differences  Comparing festivals around the world and similarities and differences between them  Recognise that people have different beliefs and celebrate special times in different ways | Look at the changing seasons – Spring  Exploring self and families – celebrating differences | Summer – changes in the environment  Explore growth, change and decay in plants  Life-cycle of plants. Grow vegetables *e.g. courgettes, pumpkins, beans*  Make observations and drawings of plants  Compare 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 seaside  Explore floating and sinking | | Discuss endangered animals and extinction  Life-cycles  Identify how animals adapt to different environments | |
| **Expressive Arts and Design** | **Nursery** | Explore one handed tools  Experiment with a range of materials  Colour mixing | Begin to understand how to use tools safely  Use everyday materials to explore their ideas and interests  To explore the transformative effect of their action on materials | Explore a wider variety of materials and textures  To show some control when operating tools | Explore joining methods  To show an understanding that different materials/tools can be used in a range of ways  Choosing and using different materials for different effects | Develop their own ideas, such as deciding what materials they would like to use  To create collaboratively, sharing ideas, resources and skills and to talk about the process/tools used | | Evaluating and adapting work with support  Build on previous learning to refine ideas  Use their increasing knowledge and understanding of tools and materials to explore their interests and develop thinking | |
| **Reception** | Explore one handed tools  Experiment with a range of materials  Colour mixing | Design process – designing and making  Exploring properties of materials. | Junk modelling – combining materials for a desired effect  Explore a wider variety of materials and textures  To show some control when operating tools | Explore joining methods  To show an understanding that different materials/tools can be used in a range of ways  Choosing and using different materials for different effects | Develop their own ideas, such as deciding what materials they would like to use  To create collaboratively, sharing ideas, resources and skills and to talk about the process/tools used | | Evaluating and adapting work with support  Build on previous learning to refine ideas  Use their increasing knowledge and understanding of tools and materials to explore their interests and develop thinking | |