

phoenix Infant and Nursery School
Where Learning is...
LOVED

Language

Oppportunity

Values

Excellence

Diversity



Phoenix Infant and Nursery School

EYFS Curriculum



Intent:

At Phoenix Infant and Nursery School we offer an Early Years curriculum rich in wonder and memorable experiences. We work hard to 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 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 year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based.

Implementation:

At Phoenix 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. 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 outdoors. 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 newsletters each half term to inform them of what their child is learning each half term and to explain how they can support this at home. Parents enjoy using Tapestry to engage in their child's learning and share experience from home.

As part of the learning and teaching process, children are assessed in relation to their progress towards the Early Learning Goals. These judgements are made on the basis of accumulative observations and in depth knowledge of the children acquired through ongoing assessment. 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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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Learning Themes Our themes are flexible to allow us to ensure we start with children's interests and ensure learning is matched with our children's needs at Phoenix.	Nursery	1,2,3 It's good to be Me	Fantastic festivals	On The Move <u>How does it move?</u>	Watch me grow <u>My body</u>	Animals/gardens <u>What did the ladybird hear? (farms)</u>	Oh I do like to be beside the seaside <u>Adventures far and wide</u>	
	F2	This is Me -	Let's Celebrate	What makes a superhero super?	Once upon a time	How does your garden grow?	Under the sea	
	Key texts High quality texts we will use to support learning.	Nursery	Incredible you My Mum and Dad make me laugh My box	Whatever Next Dipa's Diwali Jesus's Christmas Party Bonfire night poem	The naughty bus Duck in the truck Emergency! The train ride	Jack and the beanstalk 3 Billy goats gruff	What the ladybird heard Very hungry caterpillar	Billy's bucket What the ladybird heard at the seaside Class 3 all at sea
Key vocabulary We have identified key vocabulary which will be taught over the year but set out specifically to link with learning themes and key texts.	Nursery	Tier 1 Once, first, one, day, end	Mum, dad, me, spots, happy	boots, Christmas, teddy, food, owl, moon	Bus, good, play, thank you, tall, table	Mum, magic, sad, clouds, coins, hen	Egg, hungry, apple, strawberry, oranges	Bucket, birthday,
		Tier 2 Then, next, after, before, second, last, finally, later on	Sister, brother, friends, summer, stripes	Chimney, rocket, night, picnic, rained, whatever	Naughty, driver, buildings, bus stop	Town, castle, giant, beanstalk	Caterpillar, plums, stomach-ache	Rock pool, crabs, seaweed, morning
		Tier 3 However, although, again, sudden, meantime	incredible, laugh	Cupboard under the stairs	Important, passengers	Drowsy, silently	Salami, cocoon	Shrimp, barracuda
	F2	Tier 1 Once, first, one, day, end	Red, blue, yellow, green, purple, white, black	Boy, stars, night, friend, fly, moon,	Cucumber, broccoli, pea, supermarket	Orange, pineapple, banana, spiky, purple	Vegetable, garden, potatoes, chips, carrots	Sea, whale, splash, terrible
		Tier 2 Then, next, after, before, second, last, finally, later on	Worry, peered, shadow, worse, future	Loved, dreamed, early, morning, watched	Evil, bagging area, speed, strength	Passionfruit, tangerine, guava, village, mango	Grandpa, proudly, beetroot, cabbage	Swallowed, floated, spout, bobbed
		Tier 3 However, although, again, sudden, meantime	Googly, anxious	Sunrise, petrol	Flannel, gasped	Delicious, antelope	Bargain, stared	Tentacles, splatted
Authors of the term Each term we focus on a different author, exploring books they have written.	Nursery	Nick Butterworth		Margaret Mayo		Tom Percivil		
	F2	Julia Donaldson		Sue Hendra		Nick Sharratt		

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Makaton signs Each week we will focus on teaching a Makaton sign.	Hello Goodbye Thank you Please Sorry	Toilet Help Friends Mummy/daddy More Santa Xmas tree	Good morning/afternoon Finished Drink Story Home time Happy	Brother Sister Yes/no Good Window Door	Listen Hello Goodbye Thank you Please	Happy Sad Good morning Good afternoon Friends Teacher
Nursery Rhymes	Round and round the garden Hey diddle diddle Hickory dickory dock Grand old duke of York Polly put the kettle on Little miss muffet	Firework night 5 little men in a flying saucer Twinkle twinkle Little bo peep Two little dickie birds Five mince pies Five little snowmen	Baa baa black sheep Wheels on the bus Five little ducks Jack and jill Ten in a bed Humpty dumpty	Incy wincy Dingle Dangle Scarecrow I'm a little teapot Mary had a little lamb Pat a cake Ring a ring o roses	Old McDonald Horsie Horsie Here is a bee hive Fish alive Mary Mary contrary Muffin man	Pussy Cat pussy cat One elephant Piggy went to market 5 little monkey in tree Old mother hubard Miss Polly had a doll 5 little fishes
Language of the month Hello, Goodbye, Yes, No, Good morning Good afternoon, Please, Thank you	September – Arabic October – Czech	November – French December – Polish	January - Chinese February – Italian	March – Greek	April - German May – Spanish	June – Urdu July – Portugese
Our Phoenix Values	September – Respect October - Cooperation	November – kindness December - hope	January – determination February – friendship	March – compassion April - love	May – appreciation June - responsibility	July - honesty

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<p>Characteristics of Effective Learning</p> <p>In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately.</p> <p>Overarching Principles</p> <p>Four guiding principles should shape practice in early years</p>	<p>Playing and exploring: Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p> <p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.</p>					
<p>British Values</p>	<p>Mutual respect</p> <p>We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.</p>	<p>Mutual Tolerance</p> <p>Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. Done through celebrations</p>	<p>Rule of law</p> <p>We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. Class rules</p>	<p>Individual liberty</p> <p>We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p>	<p>Democracy</p> <p>We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p>	<p>Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>

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Phoenix Infant and Nursery School Literacy Curriculum



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).

Early Learning Goal

ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories 14 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.

ELG: Word Reading

Children at the expected level of development will:

- 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.

ELG: Writing

Children at the expected level of development will:

- 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

Key Vocabulary

Tier 1

story, book, pen, pencil, paper

Tier 2

page, rhyme, turn, sounds, write, print

Tier 3

fiction, non-fiction, information, facts, sentence, question, exclamation, phoneme, digraph, trigraph, invent, novel

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Phoenix Infant and Nursery School EYFS Curriculum - Literacy



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Skills	<p>To be able to mark make and identify their marks. (Au1)</p> <p>To recognise familiar logos and labels within the environment. (Au1)</p>	<p>To find and identify familiar letters, e.g. letters in their names. (Au2)</p> <p>To talk about and retell a range of familiar stories. (Au2)</p> <p>To begin to explore initial sounds in familiar words. (Au2)</p>	<p>To begin to attempt writing familiar letters, e.g. letters in their name. (Sp1)</p> <p>Adults will consistently model correct formation. (Sp1)</p> <p>To find and identify familiar letters, e.g. letters in their names. (Sp1)</p> <p>To talk about and retell a range of familiar stories. (Sp1)</p>	<p>To be able to mark make and give meaning to their marks. (Sp2)</p> <p>To identify the pictures linked to PHONICS sound. (Sp2)</p> <p>To begin to form some letters correctly, e.g. letters in their name. (Sp2)</p>	<p>To identify the pictures linked to PHONICS sound. (Su1)</p> <p>Children will begin to identify some sounds during oral blending games. (Su1)</p> <p>To begin to make predictions about a story, sometimes supported by an adult with vocabulary. (Su1)</p>	<p>Lots of games focussing on oral blending. (Su2)</p> <p>Children are able to identify initial sounds and blend familiar CVC words. (Su2)</p> <p>Make predictions about a story using the relevant vocabulary with independence. (Su2)</p> <p>To mark make for a purpose and be able to talk about the marks. (Su2)</p>
	Knowledge	<p>To know that text can be used as a form of identification. (Au1)</p> <p>To know that text has a meaning. (Au1)</p> <p>To know that text is read from left to right and top to bottom in English. (Au1)</p> <p>To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages (Au1)</p> <p>To learn a range of Nursery Rhymes. (Au1)</p>	<p>To know that letters are used to make up words. (Au2)</p> <p>To know that each letter makes a sound – focussing on sounds in their names. (Au2)</p> <p>To learn that stories have a sequence; beginning, middle and end. (Au2)</p> <p>To know that text is read from left to right and top to bottom in English. (Au2)</p> <p>To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages (Au2)</p> <p>To begin to acknowledge initial sounds and their relevance in the environment (Au2)</p>	<p>To know that each letter makes a sound – focussing on sounds in their names. (Sp1)</p> <p>To join in with repetition within stories and rhymes. (Sp1)</p> <p>To be able to talk about different parts of the story. (Sp1)</p>	<p>To be able to talk about their marks with confidence. (Sp2)</p> <p>To talk about the sounds they have identified from the PHONICS program. (Sp2)</p> <p>To join in with repetition within stories. (Sp2)</p> <p>To be able to talk about different parts of the story. (Sp2)</p>	<p>To know that blending sounds makes words. (Su1)</p> <p>To identify the pictures with corresponding. (Su1)</p> <p>To join in with repetition within stories. (Su1)</p> <p>To be able to talk about different parts of the story. (Su1)</p>	<p>To identify CVC words orally. (Su2)</p> <p>To be able to segment sounds in CVC words. (Su2)</p> <p>To know that letters make sounds. (Su2)</p> <p>To join in with repetition within stories. (Su2)</p> <p>To engage in extended conversations about stories. (Su2)</p>

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Phoenix Infant and Nursery School EYFS Curriculum - Literacy



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Skills	<p>Listening to and identifying sounds in the environments. (Au1)</p> <p>Listening to and hearing initial sounds in familiar words. (Au1)</p> <p>To identify sounds on a sound mat. (Au1)</p> <p>Listens to familiar stories and able to recall some facts. (Au1)</p>	<p>Listening to and hearing sounds in CVC words. (Au2)</p> <p>To identify sounds on a sound mat and to use this when writing. (Au2)</p> <p>Listens to familiar stories and able to recall facts. (Au2)</p>	<p>To think of and write a short, simple sentence. (Sp1)</p> <p>Listening to and hearing sounds in CVC and CVCC words. (Sp1)</p> <p>Identifying sounds on a sound mat. (Sp1)</p> <p>Listens to stories and is beginning to anticipate what may happen next. (Sp1)</p>	<p>To think of and write a short, simple sentence. (Sp2)</p> <p>Listening to and hearing sounds in CVC and CVCC words. (Sp2)</p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat. (Sp2)</p> <p>Listens to stories and is beginning to anticipate what may happen next. (Sp2)</p>	<p>To think of and write a short, simple sentence. (Su1)</p> <p>Listening to and hearing sounds in CVC and CVCC words. (Su1)</p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat. (Su1)</p> <p>Checking written work and making any changes where necessary. (Su1)</p> <p>Listens to stories and is beginning to anticipate what may happen next. (Su1)</p>	<p>To think of and write a short, simple sentence. (Su2)</p> <p>Listening to and hearing sounds in CVC and CVCC words. (Su2)</p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat. (Su2)</p> <p>Checking written work and making any changes where necessary. (Su2)</p>
	Knowledge	<p>Knowing that words can be written. (Au1)</p> <p>Knowing the sounds that the taught letters make. (Au1)</p> <p>Knowing what the taught letters looks like. (Au1)</p> <p>Knowing how to write the taught letters. (Au1)</p> <p>Knows how to sequence familiar stories. (Au1)</p>	<p>Knowing that words can be written. (Au2)</p> <p>Knowing the sounds that the taught letters make. (Au2)</p> <p>Knowing what the taught letters looks like. (Au2)</p> <p>Knowing how to write the taught letters. (Au2)</p> <p>Recognising taught HFW in text. (Au2)</p> <p>Knows how to sequence familiar stories. (Au2)</p>	<p>Knowing that words can be written. (Sp1)</p> <p>Knowing the sounds that the taught letters make. (Sp1)</p> <p>Knowing what the taught letters looks like. (Sp1)</p> <p>Knowing how to write the taught letters. (Sp1)</p> <p>Recognising taught HFW in text. (Sp1)</p> <p>Knows how to spell some familiar words. (Sp1)</p>	<p>Knowing the sounds that the taught phonemes make. (Sp2)</p> <p>Knowing what the taught phonemes look like. (Sp2)</p> <p>Knowing how to write the taught letters. Recognising taught HFW in text. (Sp2)</p> <p>To know that a sentence starts with a capital letter and ends with a full stop. (Sp2)</p> <p>Knows how to spell some familiar words. (Sp2)</p>	<p>Knowing the sounds that the taught phonemes make. (Su1)</p> <p>Knowing what the taught phonemes look like. (Su1)</p> <p>Knowing how to write the taught letters. (Su1)</p> <p>Recognising taught HFW in text. (Su1)</p> <p>To know that a sentence starts with a capital letter and ends with a full stop. (Su1)</p> <p>Knowing that sentences can be extended by using a connective. (Su1)</p> <p>Uses learnt words and phrases to discuss familiar stories or during role play. (Su1)</p> <p>Knows how to spell some familiar words. (Su1)</p>	<p>Knowing the sounds that the taught phonemes make. (Su2)</p> <p>Knowing what the taught phonemes look like. (Su2)</p> <p>Knowing how to write the taught letters. (Su2)</p> <p>Recognising taught HFW in text. (Su2)</p> <p>To know that a sentence starts with a capital letter and ends with a full stop. (Su2)</p> <p>Knowing that sentences can be extended by using a connective. (Su2)</p> <p>Uses learnt words and phrases to discuss familiar stories or during role play. (Su2)</p>

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Phoenix Infant and Nursery School Maths Curriculum



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

Early Learning Goal

<p>ELG: Number Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. 	<p>ELG: Numerical Patterns Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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.
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Key Vocabulary

<p>Tier 1 Number, shape, circle, triangle, square, rectangle, star, big, small, tall, short</p>	<p>Tier 2 Pentagon, hexagon, cylinder, sphere, cube, cuboid, oval, semi circle, sides, corners, faces, add, take away, equals, huge, heavy, simple, measure</p>	<p>Tier 3 Triangular based pyramid, square based pyramid, trapezium, quadrilateral, rhombus, octagon, massive, miniscule, colossal, gigantic, enormous, complex</p>
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EYFS Curriculum - Maths



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Skills	<p>To talk about what happened today, yesterday and tomorrow. (Au1)</p> <p>To count out a group of up to 5 objects. (Au1)</p> <p>To show an understanding of 1:1 counting to 5. (Au1)</p> <p>Knowing that the last number you count represents the total number of objects (Au1)</p> <p>Talk about and explore 2D shapes using relevant mathematical vocabulary such as flat/sides/round/straight/corners (Au1)</p>	<p>To count out a group of up to 5 objects. (Au2)</p> <p>To match number of objects to numeral. (Au2)</p> <p>To show an understanding of 1:1 counting to 5. (Au2)</p> <p>Knowing that the last number you count represents the total number of objects (Au2)</p> <p>Talk about and explore 2D shapes using relevant mathematical vocabulary such as flat/sides/round/straight/corners (Au1)</p>	<p>To count out a group of up to 10 objects. (Sp1)</p> <p>One more/less using a number line. (Sp1)</p> <p>To develop fast recognition of numbers. (Sp1)</p> <p>To count up to 10. (Sp1)</p> <p>To show an awareness of how numerals are formed and to experiment with own mathematical mark making. (Sp1)</p> <p>To talk about and explore patterns in the environment (Sp1)</p>	<p>To identify, describe and compare groups of objects. (Sp2)</p> <p>To compare and order objects according to their weight and distance. (Sp2)</p> <p>To develop fast recognition of numbers. (Sp2)</p> <p>To count up to 10. (Sp2)</p> <p>To show an awareness of positional language such as under/behind/next to/over/on top of. (Sp2)</p> <p>To independently create and talk about own patterns using a range of objects and resources. (Sp2)</p>	<p>Practical problem solving with numbers up to 5. (Su1)</p> <p>To select and use shapes appropriately in play, combining them to make models and enclosures. (Su1)</p> <p>To develop fast recognition of numbers. (Su1)</p> <p>To use relevant mathematical vocabulary when talking about learning. (Su1)</p> <p>To begin to make sensible comparisons between objects relating to size, length, weight and capacity. (Su1)</p> <p>To begin to describe a sequence of events accurately. (Su1)</p> <p>To recall simple facts about a familiar journey. (Su1)</p>	<p>To count, order and recognise numbers to 10, in and out of sequence. (Su2)</p> <p>To name and describe 2D shapes. (Su2)</p> <p>To name some common 3D shapes and properties. (Su2)</p> <p>To compare and order objects according to their size and distance. (Su2)</p> <p>To develop fast recognition of numbers. (Su2)</p> <p>To use relevant mathematical vocabulary when talking about learning. (Su2)</p> <p>To begin to describe a sequence of events accurately. (Su2)</p> <p>To recall simple facts about a familiar journey. (Su2)</p>
	Knowledge	<p>Singing a range of number songs. (Au1)</p> <p>To say number names to 5 in order. (Au1)</p> <p>To know that time can be measured using days. (Au1)</p> <p>To know that the last number said represents the total number of objects (Au1)</p> <p>To show an awareness and name some 2D shapes in the environment. (Au1)</p>	<p>To say number names to 10 in order. (Au2)</p> <p>To know that a group of objects can also be represented by a number (Au2)</p> <p>Singing a range of number songs. (Au2)</p> <p>To know that the last number said represents the total number of objects (Au1)</p> <p>To show an awareness and name some 2D shapes in the environment. (Au1)</p>	<p>To create and repeat simple patterns. (Sp1)</p> <p>To subitise to 3. (Sp1)</p> <p>To know number order beyond 5 when counting. (Sp1)</p> <p>To say number names to 10 in order. (Sp1)</p> <p>To be able to say number names forwards and backwards to 10. (Sp1)</p> <p>To know that each object should only be counted once. (Sp1)</p> <p>Singing a range of number songs. (Sp1)</p>	<p>To subitise to 3. (Sp2)</p> <p>To know number order beyond 5 when counting. (Sp1)</p> <p>To use the language of more and less to compare amounts. (Sp2)</p> <p>To know that numbers can be ordered. (Sp2)</p> <p>To be able to demonstrate through games and role play an understanding of positional language. (Sp2)</p> <p>Singing a range of number songs. (Sp2)</p>	<p>To subitise to 6. (Su1)</p> <p>To remember the order in which things happen. (Su1)</p> <p>To know that subtraction means taking an amount away from a group. (Su1)</p> <p>To know that some shapes more appropriate than others when building. (Su1)</p> <p>To remember different aspects of a journey, e.g. "I walked over a bridge to get to school". (Su1)</p>	<p>To subitise to 6. (Su1)</p> <p>To learn vocabulary linked to describing size and distance. (Su2)</p> <p>To be able to say number names forwards and backwards to 15. (Su2)</p> <p>To remember the order in which things happen. (Su2)</p> <p>To remember different aspects of a journey, e.g. "I walked over a bridge to get to school". (Su2)</p>

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EYFS Curriculum - Maths



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Skills	<p>To count up to 10 objects with 1:1 correspondence. (Au1)</p> <p>To match quantities to numeral. (Au1)</p> <p>To begin to recognise numbers automatically on a dice/card to 5. (Au1)</p>	<p>To find the total of 2 groups of objects. To order numbers to 10. (Au2)</p> <p>To identify 2D shapes and talk about their properties. (Au2)</p> <p>To begin to recognise numbers automatically on a dice/card to 5. (Au2)</p> <p>To be able to count to 10 independently. (Au2)</p>	<p>To use non-standard units to measure length, weight and capacity. (Sp1)</p> <p>To use money during role play activities to buy items. (Sp1)</p> <p>To begin to explore number bonds to 5. (Sp1)</p> <p>To be able to count to 20 independently. (Sp1)</p>	<p>To use objects to solve addition and subtraction problems. (Sp2)</p> <p>To share objects between a group of people equally. (Sp2)</p> <p>To explore number bonds to 5. (Sp2)</p>	<p>To know that addition and subtraction problems can be solved by counting forwards or backwards on a number line. (Su1)</p> <p>To use rulers to measure length, scales to measure weight and jugs/containers to measure capacity. (Su1)</p> <p>To read the time to O'Clock on a digital and analogue clock. (Su1)</p>	<p>To know addition and subtraction problems can be solved by counting forwards or backwards on a number line. (Su2)</p> <p>To use rulers to measure length, scales to measure weight and jugs/containers to measure capacity. (Su2)</p> <p>To make observations of and compare length, weight and capacity. (Su2)</p>
	Knowledge	<p>To say the number names to 10 in order. (Au1)</p> <p>To recognise number to 10. (Au1)</p> <p>To write numbers to 10, forming them correctly. (Au1)</p>	<p>To know that addition involves combining two or more groups of objects. (Au2)</p> <p>To begin to read addition number sentences. (Au2)</p> <p>To say number names to 10 in order. (Au2)</p> <p>To know the names of 2D shapes. To know that 2D shapes can have sides and corners. (Au2)</p> <p>To say the days of the week in order. To begin to say the months of the year in order. (Au2)</p> <p>To know that patterns are repeated designs. (Au2)</p>	<p>To know the names of basic 2D shapes. (Sp1)</p> <p>To know the names of basic 3D shapes. (Sp1)</p> <p>To know that 2D shapes can have corners and side. (Sp1)</p> <p>To know that length, capacity and weight can all be measured. (Sp1)</p> <p>To know that money can be used to buy items. (Sp1)</p> <p>To understand and use a range of prepositions in everyday contexts. (Sp1)</p> <p>To know the difference between odd and even. (Sp1)</p>	<p>To know that addition involves combining two or more groups of objects. (Sp2)</p> <p>To read addition number sentences. (Sp2)</p> <p>To know that subtraction involves removing an object from a group. (Sp2)</p> <p>To know the names of some 3D shapes. (Sp2)</p> <p>To know that 3D shapes have faces, vertices and edges. (Sp2)</p> <p>To be able to count, order and recognise numbers to 20. (Sp2)</p> <p>To use a number line to help solve simple addition and subtraction number problems. (Sp2)</p>	<p>To know that the word 'more' indicates that the group is getting larger. (Su1)</p> <p>To know that the word 'less' indicates that a group is getting smaller. (Su1)</p> <p>To be able to count, order and recognise numbers to 20. (Su1)</p> <p>To count forwards and backwards to 20. (Su1)</p> <p>To know that length, weight and capacity can be measured using standard units. (Su1)</p> <p>To know that halving means splitting a quantity in two and doubling means having two quantities of the same amounts. (Su1)</p> <p>To know that sharing equally means everyone has the same amount of an object. (Su1)</p> <p>To know that the long hand represents the minutes and the short hand represents hours. (Su1)</p>	<p>To know the names of some 3D shapes. (Su2)</p> <p>To know that 3D shapes can have faces, vertices and edges. (Su2)</p> <p>To know that addition involves combining groups of objects. (Su2)</p> <p>To read number addition sentences. (Su2)</p> <p>To be able to count, order and recognise numbers to 20. (Su2)</p>

Language Opportunity Values Excellence Diversity

Phoenix Infant and Nursery School Physical Development Curriculum



Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁶. 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.

Early Learning Goal

ELG: Gross Motor Skills

Children at the expected level of development will:

- 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.

ELG: Fine Motor Skills

Children at the expected level of development will:

- 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.

Key vocabulary

Tier 1
walk, run, jog, jump, ride

Tier 2
climb, throw, catch, roll, high, low, hop, skip, crawl

Tier 3
balance, grip, bounce

Language Opportunity Values Excellence Diversity

Phoenix Infant and Nursery School EYFS Curriculum – Physical Development



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Skills	<p>To take care of toileting needs independently. (Au1)</p> <p>To begin to show a preference for a dominant hand. (Au1)</p> <p>To climb apparatus safely. (Au1)</p> <p>To begin to show awareness of moving equipment safely with peers. (Au1)</p>	<p>To independently put on their coats, with some support for the zipper and buttons. (Au2)</p> <p>To copy dance moves and to move to different kinds of rhythms. (Au2)</p> <p>To use mark making resources with increasing independence. (Au2)</p>	<p>To learn about different fine motor activities, e.g. threading, cutting, using tools, holding a pencil, mark making, Dough Disco etc. (Sp1)</p> <p>To mark make in sensory trays and also copy different patterns. (Sp1)</p> <p>To mark make using a comfortable grip when using pencils and pens. (Sp1)</p> <p>To move in different ways, e.g. climbing, running, jumping etc. in order to develop gross motor skills. (Sp1)</p> <p>To hold jugs and containers confidently and pour from one container into another. (Sp1)</p> <p>To show awareness of healthy food choices and impact on our body. (Sp1)</p>	<p>To hold the pencil correctly using a tripod grip. (Sp2)</p> <p>To begin to form numbers and familiar letters, e.g. letters in their name. (Sp2)</p> <p>To look at books independently whilst turning pages one at a time. (Sp2)</p> <p>Using balancing apparatus. (Sp2)</p> <p>To mark make using a comfortable grip when using pencils and pens. (Sp2)</p>	<p>To hold the pencil confidently, using the tripod grip and forming letters and numbers mostly correctly. (Su1)</p> <p>To be able to use scissors confidently and make straight, zig zag and circular snips using one hand. (Su1)</p> <p>To run skilfully and be able to negotiate space. (Su1)</p> <p>To mark make using a comfortable grip when using pencils and pens. (Su1)</p>	<p>To be secure in holding the pencil, using the tripod grip and forming letters and numbers mostly independently. (Su2)</p> <p>To independently write their name. (Su2)</p> <p>To confidently use scissors and other tools safely. (Su2)</p> <p>To mark make using a comfortable grip when using pencils and pens. (Su2)</p>
	Knowledge	<p>To know about personal hygiene and the importance of being clean and tidy. (Au1)</p> <p>To know that washing hands is important after using the toilet and before we eat. (Au1)</p> <p>To know that books in English should be read from left to right and one page at a time. (Au1)</p> <p>To use alternate feet when climbing apparatus. (Au1)</p> <p>To show independence with eating and drinking, e.g. being able to feed self and ask for help with opening containers. (Au1)</p>	<p>To show confidence in dressing up and self-care activities. (Au2)</p> <p>To know how to move on different beats and rhythms e.g. slowly for slow music and fast on quicker beats. (Au2)</p> <p>To know how to use mark making resources effectively, e.g. how to use scissors to snip or how to use a paint brush to paint. (Au2)</p>	<p>To know what the different tools in the Nursery are and how to use them safely, e.g. scissors, mallets, pegs, hammers and pencils. (Sp1)</p> <p>To know that they need to use tools with a dominant hand. (Sp1)</p> <p>To be able to fill containers with different materials, e.g. sand, water etc and to show confidence in carrying them from one point to another without dropping. (Sp1)</p> <p>To know how to use the outdoor climbing frame as well as the bikes/scooters to move in different ways and safely. (Sp1)</p> <p>To know what making right food choices looks like. (Sp1)</p> <p>To show independence in self help skills such as toileting and dressing. (Sp1)</p>	<p>To know that the pencil needs to be held comfortably and with one hand to form letters and numbers. (Sp2)</p> <p>To know how to use one handed tools effectively. (Sp2)</p> <p>To be able to follow a simple sequence of movements to music and rhythm. (Sp2)</p>	<p>To know the correct ways of forming letters. (Su1)</p> <p>To know that snips should be made on the line and the pattern should be followed. (Su1)</p> <p>To know how to feed paper/materials through hand when cutting around objects. (Su1)</p> <p>To be aware of obstacles whilst running, riding a scooter/bike etc and display some spatial awareness. (Su1)</p>	<p>To know how to hold the pencil correctly and also recognise and self-correct when they form letters incorrectly. (Su2)</p> <p>To successfully take part in group games with support from an adult. (Su2)</p> <p>To move confidently and safely in a range of ways, avoiding obstacles; running/ hopping/ skipping etc. (Su2)</p>

Language Opportunity Values Excellence Diversity

Phoenix Infant and Nursery School EYFS Curriculum – Physical Development



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Skills	<p>To use a dominant hand. (Au1)</p> <p>To begin to form recognisable letters which are formed mostly correctly. (Au1)</p> <p>To use climbing equipment safely and competently. (Au1)</p> <p>To begin to negotiate space effectively. (Au1)</p>	<p>To begin to use anticlockwise movement and retrace vertical lines. (Au2)</p> <p>To use climbing equipment safely and competently. (Au2)</p> <p>To negotiate space effectively. (Au2)</p>	<p>To show good practice with regard to exercise, eating, sleeping and hygiene. (Sp1)</p> <p>To be able to balance and coordinate safely. (Sp1)</p> <p>To negotiate space effectively. (Sp1)</p>	<p>To handle tools, objects, construction and malleable materials safely and with increasing control. (Sp2)</p>	<p>To use a pencil effectively to form recognisable letters, most of which are formed correctly. (Su1)</p>	<p>To show good control and co-ordination in large and small movements. (Su2)</p>
	Knowledge	<p>To know which hand to write with. (Au1)</p> <p>To know how to use the trim trail safely. (Au1)</p> <p>To know how to use scissors effectively. (Au1)</p>	<p>To know how to make anticlockwise movement and retrace vertical lines. (Au2)</p> <p>To know how to use the trim trail safely. (Au2)</p> <p>To know how to use scissors effectively. (Au2)</p>	<p>To know how good practice with regard to exercise, eating sleeping and hygiene can contribute to good health. (Sp1)</p> <p>To know how to use scissors effectively. (Sp1)</p>	<p>To know why it is important to handle different apparatus safely. (Sp2)</p> <p>To know how to use scissors effectively. (Sp2)</p>	<p>To know how to form letters correctly. (Su1)</p> <p>To know how to use scissors effectively. (Su1)</p>	<p>To know how to handle a range of equipment and tools effectively. (Su2)</p> <p>To know how to use scissors effectively. (Su2)</p>

Phoenix Infant and Nursery School Communication and Language Curriculum



The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Early Learning Goal

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- 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.

ELG: Speaking

Children at the expected level of development will:

- 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.

Key vocabulary

Tier 1

talk, say, listen, copy, tell, look

Tier 2

why, how, when, question, answer, who

Tier 3

explain, describe, embellish, complex

Language Opportunity Values Excellence Diversity

Phoenix Infant and Nursery School EYFS Curriculum – C&L



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Skills	<p>To sing rhymes and look at picture books. (Au1)</p> <p>To talk about the different characters and what they are doing. (Au1)</p> <p>To talk about themselves and their families. (Au1)</p> <p>Develop communication that can be understood by others. (Au1)</p>	<p>To talk about celebrations at home. (Au2)</p> <p>To listen to stories on celebrations such as birthdays, Diwali, Christmas, Hanukah etc and to talk about them and why they are celebrated. (Au2)</p> <p>To listen to, and follow simple instructions. (Au2)</p>	<p>To learn and talk about modes of transportation. (Sp1)</p> <p>To be able to identify the different types of vehicles they see on the road. (Sp1)</p> <p>To begin to use a wide range of vocabulary in the correct context. (Sp1)</p> <p>To talk in short sentences that others can understand. (Sp1)</p> <p>To listen to, and follow simple instructions and respond to questions appropriately. (Sp1)</p>	<p>To listen to traditional stories and retain key vocabulary. (Sp2)</p> <p>To be able to talk about the setting, characters and the structure of the story. (Sp2)</p> <p>To be able to use connectives e.g. Once upon a time and then. (Sp2)</p> <p>To listen to, and follow simple instructions and respond to questions appropriately. (Sp2)</p> <p>To talk in short sentences that others can understand. (Sp2)</p>	<p>To listen to traditional stories and retain key vocabulary. (Su1)</p> <p>To be able to answer questions and share opinions using the relevant vocabulary. (Su1)</p> <p>To be able to talk about the setting, characters and the structure of the story. (Su1)</p> <p>To be able to use connectives e.g. Once upon a time and then. (Su1)</p>	<p>To listen to different Nursery rhymes and be able to join in, singing words confidently and clearly. (Su2)</p> <p>To be able to answer questions and share opinions using the relevant vocabulary. (Su2)</p> <p>To be able to talk about the setting, characters and the structure of the story with confidence. (Su2)</p>
	Knowledge	<p>To know that stories have different character which could be real and pretend. (Au1)</p> <p>To know to sing words clearly so that they are audible. (Au1)</p> <p>To know that it is OK to talk to others about wants and needs. (Au1)</p>	<p>To know that stories have a beginning, middle and an end. (Au2)</p> <p>To be able to understand simple instructions. (Au2)</p>	<p>To be able to differentiate and categorise objects based on their properties. (Sp1)</p> <p>To remember new words I am learning when talking to others. (Sp1)</p> <p>To be able to understand simple instructions, questions and commands. (Sp1)</p>	<p>To know that stories have a beginning, middle and an end. (Sp2)</p> <p>To be able to answer questions related to the story. (Sp2)</p> <p>To be able to understand simple instructions, questions and commands. (Sp2)</p>	<p>To know that stories have a beginning, middle and an end. (Su1)</p> <p>To be able to answer questions related to the story. (Su1)</p> <p>To be able to use vocabulary learnt to have a conversation with others. (Su1)</p>	<p>To be able to independently sequence familiar rhymes and to be able to say what happens next in a story. (Su2)</p> <p>To use the words they know appropriately to organise themselves and their play. (Su2)</p>

Language Opportunity Values Excellence Diversity

Phoenix Infant and Nursery School EYFS Curriculum – C&L



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Skills	<p>To talk about themselves and others. (Au1)</p> <p>To sing songs. (Au1)</p> <p>To speak about a range of texts. (Au1)</p>	<p>To compare different festivals. (Au2)</p> <p>To make comments about their observations. (Au2)</p>	<p>To describe familiar texts with detail and using full sentences. (Sp1)</p> <p>To talk about the role of healthy food and exercise in staying healthy. (Sp1)</p>	<p>To describe features of traditional stories. (Sp2)</p> <p>To being to ask questions about familiar aspects of their environment and their learning. (Sp2)</p>	<p>To label and sort living things. (Su1)</p> <p>To begin to research using a search engine. (Su1)</p> <p>To describe habitats. (Su1)</p>	<p>To be able to order a range of life cycles. (Su2)</p> <p>To be able to give facts about a specified subject. (Su2)</p>
	Knowledge	<p>To know about others. (Au1)</p> <p>To know familiar songs. (Au1)</p> <p>To describe different story and non-fiction texts. (Au1)</p>	<p>To know about different festivals. (Au2)</p> <p>To be able to talk about how different people help us. (Au2)</p> <p>To begin to talk about why things happen using new vocabulary learnt. (Au2)</p>	<p>To know different features of texts. (Sp1)</p> <p>To know a range of healthy food and exercise. (Sp1)</p> <p>Express their ideas and feelings about their experiences. (Sp1)</p>	<p>To know different traditional stories. (Sp2)</p> <p>To talk confidently about why things happen using new vocabulary learnt. (Sp2)</p> <p>To engage in meaningful conversations with others. (Sp2)</p>	<p>To name and sort a range of living things. (Su1)</p> <p>To be able to talk about different habitats. (Su1)</p> <p>To engage in meaningful conversations with others. (Su1)</p>	<p>To know different life cycles. (Su2)</p> <p>To know a range of facts. (Su2)</p> <p>To engage in meaningful conversations with others. (Su2)</p>

Language Opportunity Values Excellence Diversity

Phoenix Infant and Nursery School

PSED Curriculum



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.

Early Learning Goal

ELG: Self-Regulation

Children at the expected level of development will:

- 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.

ELG: Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- 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.

ELG: Building Relationships

Children at the expected level of development will:

- 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.

Key Vocabulary

Tier 1

happy, sad, wash, clean, love, cry

Tier 2

feelings, angry, cross, excited, share, take turns, healthy, fair, upset, try, germs, sob, cheerful, glum, relate, frown, sulk, shy

Tier 3

emotions, frustrated, worried, confused, challenge, exercise, reflect, affection, unique, respect, appreciate, polite, tranquil, emotional, wail, sympathetic, empathy, scowl, nervous, awesome, regret

Language Opportunity Values Excellence Diversity

Phoenix Infant and Nursery School EYFS Curriculum – PSED



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Skills	<p>To separate from main carer and learn to adapt to the Nursery environment. (Au1)</p> <p>To select and use activities and resources, with some support if needed. (Au1)</p> <p>To wash hands after using the toilet. (Au1)</p>	<p>To learn about daily routines and classroom rules. (Au2)</p> <p>To be aware of behavioural expectations in the Nursery. (Au2)</p> <p>To select and use activities and resources, with some support if needed. (Au2)</p> <p>To show an awareness of the importance of oral health. (Au2)</p>	<p>To learn how to share resources and play in a group. (Sp1)</p> <p>To learn to look after resources within the class. (Sp1)</p> <p>To listen to, and follow rules set. (Sp1)</p> <p>To take turns whilst playing and waiting patiently to have a go. (Sp1)</p>	<p>To show independence in accessing and exploring the environment. (Sp2)</p> <p>To independently put on coats and use the toilet. (Sp2)</p> <p>To listen to, and follow rules set. (Sp2)</p> <p>To learn to look after resources within the class. (Sp2)</p>	<p>To be able to initiate play with peers and keep play going by giving ideas. (Su1)</p> <p>To become more outgoing with unfamiliar people. (Su1)</p> <p>To show more confidence in new social situations. (Su1)</p> <p>To begin to find solutions to conflicts. (Su1)</p> <p>To show an awareness of how others may be feeling. (Su1)</p>	<p>To gain enough confidence to talk to adults and peers. (Su2)</p> <p>To begin to be assertive towards others where necessary. (Su2)</p>
	Knowledge	<p>To know that they can approach adults in Nursery when needed. (Au1)</p>	<p>To know how to adapt behaviour to suit classroom routines. (Au2)</p> <p>To show confidence in asking adults for support. (Au2)</p> <p>To know that oral hygiene is important and also know that eating fruits and vegetables is healthy for teeth and our bodies. (Au2)</p>	<p>To know how to manage their emotions in different situations. (Sp1)</p> <p>To know that there are boundaries set. (Sp1)</p> <p>To know about different feelings and be able to talk about them during circle time, 'happy', 'sad', 'angry' or 'worried'. (Sp1)</p> <p>To know that we must respect our resources and out them back when we have finished with them. (Sp1)</p> <p>To know that when playing in a group they need to share and also know that they will get a turn. (Sp1)</p>	<p>To be aware of the different areas in the Nursery and how to explore them safely. (Sp2)</p> <p>To approach an adult if they need support. (Sp2)</p>	<p>To know that to play nicely it's important to share and take turns. (Su1)</p> <p>To know that if I am upset, I can use phrases such as "stop it, I don't like it" to convey my discomfort. (Su1)</p> <p>To know that it is OK to engage with others, even if in a different environment. Su1</p> <p>To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc. (Su1)</p>	<p>To know how to talk politely and develop an understanding of what is appropriate. (Su2)</p> <p>To know that it is OK to challenge others, but they must remember to always be kind. (Sum2)</p> <p>To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc. (Su2)</p>

Language Opportunity Values Excellence Diversity

Phoenix Infant and Nursery School EYFS Curriculum – PSED



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Skills	<p>To describe a friend. (Au1)</p> <p>To know and demonstrate friendly behaviour. (Au1)</p> <p>To understand how to be a good friend. (Au1)</p> <p>To learn to join in with whole group activities. (Au1)</p> <p>To choose an activity independently. (Au1)</p>	<p>To learn about a range of different festivals. (Au2)</p> <p>To learn about important dates in their lives. (Au2)</p>	<p>To understand that people need help. (Sp1)</p> <p>To identify ways of being helpful to others and how this will make them feel. (Sp1)</p>	<p>To learn right from wrong. (Sp2)</p> <p>To understand how to make the right choices and the consequences of not making the right ones. (Sp2)</p>	<p>To describe a range of different habitats around the world. (Su1)</p>	<p>To learn about the different family structures. (Su2)</p>
	Knowledge	<p>To describe and show friendly behaviour. (Au1)</p> <p>To begin taking turns with their friends. (Au1)</p>	<p>To be able to talk about different festivals. (Au2)</p> <p>To understand why different people celebrate different things. (Au2)</p>	<p>To talk about the effect my behaviour has on others. (Sp1)</p>	<p>To be able to talk about why a character has made a poor choice and what the consequences are. (Sp2)</p> <p>To be able to talk about how the character could have made a better choice. (Sp2)</p>	<p>To talk about the world that we live in and how there are similarities and differences when looking at different aspects. (Su1)</p>	<p>To be able to talk about the relationships they have at home with their family and friends. (Su2)</p>

Language Opportunity Values Excellence Diversity

Phoenix Infant and Nursery School

UtW Curriculum



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.

Early Learning Goal

ELG: Past and Present

Children at the expected level of development will:

- 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.

ELG: People, Culture and Communities

Children at the expected level of development will:

- 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.

ELG: The Natural World

Children at the expected level of development will:

- 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.

Key Vocabulary (Scientific, Geographical, Historical, Religious)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Tier 1	S: day, night, grow, change G: same, different, old, new, home, school, church H: old, new, today, yesterday, tomorrow R: church	S: day, night, light, dark G: quiet, loud, busy, noisy H: old, new R: pray, quiet, God, church, thankful, Jesus, believe	S: day, night, light, dark, moon, sun G: quiet, loud, same, different H: old, new, today, yesterday, tomorrow	S: grow, change, G: quiet, loud, busy, noisy, same, different R: pray, quiet, Jesus, believe	G: same, different H: old, new	S: day, night, light, sun, hot, cold, hard, soft, grow, change, seeds, egg, pond, garden, G: same, different, old, new, school H: old, new, today, yesterday, tomorrow
Tier 2	S: healthy, non-healthy, germs, teeth, dentist, doctor G: map, place, environment, left, right, under, besides, house, bungalow, flats, street, road, pavement H: same, different, change R: friendship, special	S: Autumn, Spring, Summer, Winter, season, lighter, darker, shadow G: environment H: same, different, change, order R: bible, friendship, special, wonder	S: Autumn, Spring, Summer, Winter, season, lighter, darker, frozen G: map, place, environment, left, right, under, besides, forwards, backwards H: same, different, change	S: woodland G: map, place, environment, noisy, similar R: bible, special, wonder,	S: wood, plastic, glass, metal, paper, rough, smooth, shiny G: map, place, house, bungalow, flats, street, road H: same, different, change	S: Autumn, Spring, Summer, Winter, season, plant, leaf, stem, roots, bulb, shoot, life cycle, caterpillar, woodland, butterfly R: friendship, special
Tier 3	G: community, safety, bridge, tunnel, roundabout, direction, landmark, symbols, journey, city, country, county H: past, present R: worship, belief, faith, responsibility, unique, valuable	G: symbols, journey, country, atlas, globe, travel H: past, present, fact, fiction, artefacts, modern, research R: religion, celebration, festival, Torah worship, synagogue, belief, faith, holiness, sacred, value, leader, promise, responsibility, unique, mosque, valuable, symbol	G: journey, globe, travel H: past, present, future, fact, fiction, research	S: carnivore, omnivore, herbivore, amphibian, reptile, mammal, camouflaged, survival, habitat, microhabitat G: continent, city, country, atlas, globe, travel R: religion, celebration, belief, faith, holiness, sacred, value, leader, promise, valuable, symbol	S: materials G: community, safety, bridge, direction, compass, landmark, symbols, journey, continent, city, country H: past, present, fact, fiction,	S: deciduous, evergreen, amphibian, camouflaged, survival, chrysalis, habitat, microhabitat H: past, present, future

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EYFS Curriculum – UtW



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Skills	<p>To be able to talk about their body parts and what the function is of each part. (Au1)</p> <p>To draw silhouettes and orally label body parts. (Au1)</p> <p>To be able to identify similarities and differences between themselves and peers. (Au1)</p> <p>To make self-portraits. (Au1)</p>	<p>To know that everyone has a birthday and they are usually celebrated in a similar manner around the world. (Au2)</p> <p>To know that some celebrations are specific to some cultures, for example, Diwali is usually celebrated by Hindu's and Sikhs, Hanukah is celebrated by Jewish people and Christmas is celebrated by Christians. (Au2)</p> <p>Operate simple equipment e.g. turn on CD player or use a remote control. (Au2)</p>	<p>To learn about different modes of transportation and who operates them, how they travel to school, local area and natural environment. (Sp1)</p> <p>To explore the different jobs that people in our families do. How do these people help us? (paramedics/nurses/ doctors/fire fights/postman/ shop assistant etc). (Sp1)</p> <p>To use the computer to complete a simple task. (Sp1)</p>	<p>Continue to use the computer to gain confidence in using the mouse. (Sp2)</p> <p>To learn about Easter. (Sp2)</p> <p>To use senses to explore the world around them. (Sp2)</p>	<p>To listen to traditional stories such as Jack and the Beanstalk and talk about plants. Plant their own seeds and check how tall the plants grow. (Su1)</p> <p>Make comparisons between habitats of farm animals and wild animals. (Su1)</p> <p>Talk about the life cycle of a plant and animals. (Su1)</p> <p>Make own habitats using a range of resources. (Su1)</p> <p>To use senses to explore the world around them. (Su1)</p>	<p>To listen to rhymes such as Humpty Dumpty and Baa Baa Black Sheep and talk about where eggs/wool come from and talk about what we use these for. (Su2)</p> <p>Talk about where food comes from and bake a range of things. (Su2)</p>
	Knowledge	<p>To know about family structures and be able to talk about who is part of their family. (Au1)</p>	<p>To know the difference between farm animals and wild animals. (Au2)</p> <p>To be able to categorise animals by their characteristics. (Au2)</p> <p>To make Rangoli patterns on the computer. (Au2)</p> <p>To learn about the different stories related to Autumn festivals. (Au2)</p>	<p>To know similarities and differences between modes of transportation. (Sp1)</p> <p>To know that adults do a variety of jobs and that they are not all the same. (Sp1)</p> <p>To show an awareness of the emergency services and how they can help us. (Sp1)</p>	<p>To know that every living being has a life cycle and they change in shape and size as they grow. (Sp2)</p> <p>To know that living beings follow a similar growth pattern and make comparisons. (Sp2)</p> <p>To know about who celebrates Easter and what is its significance. (Sp2)</p> <p>To begin understand the importance of looking after our environment and all living things and where we can collect natural resources from. (Sp2)</p>	<p>To know that difference creatures live in different places based on their characteristics, e.g. farm animals can live around people, however wild animals can be dangerous so we have to be careful. (Su1)</p> <p>Wild animals live in forests/jungles/ safari and sometimes zoo's or aquariums. (Su1)</p> <p>To begin understand the importance of looking after our environment and all living things and where we can collect natural resources from. (Su1)</p>	<p>To know that different animals and birds produce food that we consume and there are different people who make food that we can buy in the supermarket. (Su2)</p> <p>To begin understand the importance of looking after our environment and all living things' and where we can collect natural resources from. (Su1)</p>

Phoenix Infant and Nursery School

EYFS Curriculum – UtW



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Skills	<p>To talk about how they have changed since they were a baby. (Au1)</p> <p>To talk about the changes they observe in their environment – Seasons link. (Au1)</p>	<p>To talk about how Hindus celebrate Diwali. (Au2)</p> <p>To talk about a special event in their life. (Au2)</p>	<p>To identify and sort healthy/unhealthy foods. (Sp1/2)</p> <p>To be able to talk about the different jobs that adults do and how they can help us (paramedics/nurses/ doctors/fire fights/postman/ shop assistant etc). (Sp1/2)</p> <p>To identify and group a range of fruits and vegetables. (Sp1/2)</p>		<p>Making treasure maps to direct friends to a 'goal'. Exploring maps of the world. (Su1/2)</p> <p>Talking about the life cycle of plants and animals and what they need to survive. (Su1/2)</p> <p>Exploring a range of habitats, looking at why the animal lives like that. (Su1/2)</p>	
	Knowledge	<p>To know the names of different body parts. (Au1)</p> <p>To know that there are many countries around the world. (Au1)</p> <p>To know that people in other countries may speak different languages. (Au1)</p>	<p>To know that people around the world have different religions. (Au2)</p> <p>To know that Mendi and Rangoli patterns are created to celebrate Diwali. (Au2)</p> <p>To know that some animals are nocturnal. (Au2)</p> <p>To know that adults do a variety of jobs. (Au2)</p> <p>To know that the emergency services exist and what they do. (Au2)</p>	<p>To know that some foods are unhealthy. Sorting healthy and unhealthy foods. (Sp1/2)</p> <p>To know the names of common fruits and vegetables. (Sp1/2)</p> <p>To know that humans and other animals can grow. (Sp1/2)</p> <p>To understand and use positional language. (Sp1/2)</p> <p>To know that Christians celebrate Easter. (Sp1/2)</p>		<p>To select appropriate materials according to their properties. (Su1/2)</p> <p>To name and identify a range of different materials and to know how they are used in familiar environments. (Su1/2)</p>	

Language Opportunity Values Excellence Diversity

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EA&D Curriculum



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

Early Learning Goal

ELG: Creating with Materials

Children at the expected level of development will:

- 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.

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- 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.

Key Vocabulary (Art, Design and Technology, Music)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Tier 1	A: paint, draw D: cut, stick, fix M: music, loud, quiet, sing	A: paint, draw D: cut, stick, fix M: music, loud, quiet, sing	A: paint, draw D: cut, stick, fix M: music, loud, quiet, sing	A: paint, draw, D: cut, stick, fix M: music, loud, quiet, sing	A: paint, draw, D: cut, stick, fix M: music, loud, quiet, sing	A: paint, draw, D: cut, stick, fix M: music, loud, quiet, sing
Tier 2	A: print, mix, doodle, sketch, create D: glue, plan, create M: dance, beat, noisy, slow, fast	A: print, mix, doodle, sketch, create D: glue, plan, create M: dance, beat, noisy, slow, fast	A: print, mix, doodle, sketch, create D: glue, plan, create M: dance, beat, noisy, slow, fast	A: print, mix, colour, effect, doodle, sketch, create, sculpt D: glue, plan, change, decorate, create M: dance, beat, noisy, slow, fast, story tell, imagine, create	A: print, mix, colour, effect, doodle, sketch, create, sculpt D: glue, plan, change, decorate, create M: dance, beat, noisy, slow, fast, story tell, imagine, create	A: print, mix, colour, effect, doodle, sketch, create, sculpt D: glue, plan, change, decorate, create M: dance, beat, noisy, slow, fast, story tell, imagine, create
Tier 3	A: shade, hue D: design, solve M: rhythm, pitch, pace	A: shade, hue D: design, solve M: rhythm, pitch, pace	A: shade, hue D: design, solve M: rhythm, pitch, pace	A: shade, hue, collage, embellish, mural D: design, adapt, embellish, functional, invent, solve M: rhythm, pitch, pace, pulse	A: shade, hue, collage, embellish, mural D: design, adapt, embellish, functional, invent, solve M: rhythm, pitch, pace, pulse	A: shade, hue, collage, embellish, mural D: design, adapt, embellish, functional, invent, solve M: rhythm, pitch, pace, pulse

Phoenix Infant and Nursery School

EYFS Curriculum – EA&D



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Skills	<p>Listening to and join in with Nursery rhymes and use musical instruments to tap out a rhythm. (Au1)</p> <p>To learn about art and music of Africa for Black History Month. (Au1)</p> <p>Uses various construction materials. (Au1)</p>	<p>Sing familiar Nursery Rhymes. (Au2)</p> <p>To use different colours and materials to make Rangoli Patterns. (Au2)</p> <p>To make salt dough Diva's. (Au2)</p> <p>To make Christmas cards and decorations for friends and family using a range of media. (Au2)</p> <p>To make patterns with paint and different objects, exploring what happens when you mix colours. (Au2).</p> <p>Joins construction pieces together to build and balance. (Au2)</p>	<p>To use scissors effectively. (Sp1)</p> <p>To begin to act out different scenarios using props to enhance imaginative play. (Sp1)</p> <p>Sing familiar songs or make up own songs. (Sp1)</p> <p>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. (Sp1)</p> <p>To play instruments with increasing control. (Sp1)</p>	<p>To learn about different textures and talk about them. (Sp2)</p> <p>Feely bag activities with different objects for children to feel and describe. (Sp2)</p> <p>To engage in role play by making stick puppets of different story characters. (Sp2)</p> <p>Sing familiar Nursery Rhymes. (Sp2)</p> <p>Realises tools can be used for a purpose. (Sp2)</p> <p>To create closed shapes with continuous lines which represent objects that can be spoken about or identified. (Sp2)</p>	<p>To use puppets and props to act out different traditional stories. (Su1)</p> <p>To make masks for role play. (Su1)</p> <p>Sing familiar songs in the correct tone and changing melody if appropriate. (Su1)</p> <p>Uses available resources to create props to support role-play. (Su1)</p> <p>To use available props to develop stories and make imaginative play more purposeful. (Su1)</p> <p>To show different emotions in pictures clearly. (Su1)</p> <p>To draw with increasing control, representing features and detail clearly.</p>	<p>Sing familiar Nursery Rhymes alongside playing instruments and follow the rhythm. (Su2)</p> <p>To listen to music and create movements to the different beats. (Su2)</p> <p>To construct with bricks and blocks to make an enclosure. (Su2)</p> <p>Explore different materials freely, using them with a purpose. (Su2)</p>
	Knowledge	<p>To know that different musical instruments make different sounds and to differentiate between the sounds, sharing thoughts and feelings about what they have heard. (Au1)</p> <p>To know that certain art types belong to different cultures. E.g. Africa. (Au1)</p> <p>For children to be able to construct with a purpose and safely. (Au1)</p>	<p>To know how different colours and materials can be used to create things. (Au2)</p> <p>To learn about art and crafts from different cultures e.g. Rangoli patterns and divas are from India and Christmas is celebrated by Christians all around the world. (Au2)</p>	<p>To know how colours can be mixed to make a new colour. (Sp1)</p> <p>To use their imagination to create different works of art. (Sp1)</p> <p>For children to be able to construct with a purpose and safely. (Sp1)</p> <p>To play instruments to express feelings and ideas. (Sp1)</p>	<p>To know about the different materials and what can be created with them. (Sp2)</p> <p>To use their knowledge of stories in acting them out with friends. (Sp2)</p> <p>Sing songs clearly using correct words that have been learned. (Sp2)</p> <p>To know how to create recognisable representations of objects. (Sp2)</p>	<p>To know how to use props appropriately for particular stories. (Su1)</p> <p>To know that they can change their voices whilst singing or acting out stories to create a dramatic effect. (Su1)</p> <p>For children to be able to construct with a purpose and safely. (Su1)</p> <p>To know how to use available props to develop stories and make imaginative play more purposeful. (Su1)</p>	<p>To know that body movements can be changed depending on the rhythm to achieve a desired effect. (Su2)</p> <p>To know that different construction toys can be used to make new things that can be used in pretend play. (Su2)</p> <p>To show confidence in choice of media when creating a model or picture. (Su2)</p>

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Phoenix Infant and Nursery School EYFS Curriculum – EA&D



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Skills	<p>To remember the words to a range of songs. (Au1)</p> <p>To give meaning to the marks that are made. (Au1)</p> <p>To use role play to show how 'People who Help Us'. (Au2)</p>	<p>To design a Rangoli pattern. (Au2)</p> <p>Uses simple tools and techniques competently and appropriately. (Au2)</p>	<p>To explore and recreate pop art. To draw a range of plants and fruits. (Sp1)</p> <p>To use resources to create own props. (Sp1)</p> <p>Constructs with a purpose in mind, using a variety of resources. (Sp1)</p>	<p>To use a range of resources to create own props to aid role play. (Sp2)</p> <p>To plan, carry out and evaluate and change where necessary. (Sp2)</p> <p>Manipulates materials to achieve a planned effect. (Sp2)</p>	<p>To use what they have learnt about media and materials in an original way and be able to explain their choices. (Su1)</p> <p>Selects appropriate resources and adapts work where necessary. (Su1)</p>	<p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (Su2)</p>
	Knowledge	<p>To learn a range of songs from around the world. (Au1)</p> <p>To know that people from different countries may have different traditions. (Au1)</p> <p>For children to be able to safely construct with a purpose and evaluate their designs. (Au1)</p>	<p>To learn the names of different tools and techniques that can be used to create Art. (Au2)</p> <p>To experiment with creating different things and to be able to talk about their uses. (Au2)</p>	<p>To understand that pictures can be created by making observations or by using imagination. (Sp1)</p> <p>To use paints, pastels and other resources to create observational drawings. (Sp1)</p> <p>For children to be able to safely construct with a purpose and evaluate their designs. (Sp1)</p>	<p>To use a range of props to support and enhance role play. (Sp2)</p> <p>To identify and select resources and tools to achieve a particular outcome. (Sp2)</p>	<p>To know the different uses and purposes of a range of media and materials. (Su1)</p> <p>For children to be able to safely construct with a purpose and evaluate their designs. (Su1)</p>	<p>To describe ways of safely using and exploring a variety of materials. (Su2)</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using. (Su2)</p>

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