



North Bradley Early Years Curriculum

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible themes for learning (These may be changed or adapted depending on cohort and children's interests.)	Starting school Rules and routines All about me Families Looking after ourselves Black History Month Anti-Bullying Week	Birthdays Bonfire Night, Remembrance Day Harvest/Allotment Diwali Advent Christmas Autumn	Fire/Nurse/Police/Postman visits Pancake day Village walk Chinese New Year Valentines Safer internet Day World Book Day	Easter Spring Winter Farms Habitats Growth/Allotment Science Week Animals	Past and present NB Eid Ramadan Recycling Summer/Allotment Around the world Africa	St George's Day Space Transport Sports Week Sponsored Scoot
Key Texts	Reading Lesson Core Fiction Texts	Poetry Core Texts		Reading Lesson Non-Fiction Core Texts	Read Aloud Core Fiction Texts (Reading for Pleasure)	

	We're going on a Bear Hunt (Autumn) Gingerbread Man (Autumn 2) Jolly Postman (Spring 1) Farmer Duck (Spring 2) Elmer/On Papa's Shoulders (Summer 1) Room on Broom (Summer 2)	A Treasury of Songs (Julia Donaldson) Sharing a Shell (Julia Donaldson) This Little Puffin (Elizabeth Matterson) My Many Coloured Days (Dr Seuss) A first book of Nature (Nicola Davies)	This is how we do it Lots of diversity on Earth Trees Town and Country How Tall was a T-Rex? A seed is sleeping Secrets of Winter Why does the sun shine? Whose habitat is that? All about Diversity? All about families? The Skies above my eyes	Shhhh! Pattan's Pumpkin Ruby's Worry The Lion Inside Supertato Oi Frog The Colour Monster You Choose Dogger Zog How to Catch a Star On the Way Home Kind The Gruffalo Tiddler Giraffes can't dance The Snail & The Whale The Very Hungry Caterpillar Julian is a mermaid We're Going on a Bear Hunt - Stick Man Owl Babies Handa's Surprise Mr Gumpy's Outing Rosie's Walk Six Dinner Sid Mrs Armitage Whatever Next A Squash and a Squeeze Think Big Little One The Bad Tempered Ladybird Baby goes to Market Lots – of Diversity on Earth I Want My Hat Back Naughty Bus
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Communication and Language

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Educational Programme	The development of children’s spoken language underpins all seven areas of learning and development. Children’s back and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
Milestones (end of term)	• Holds a conversation with a peer or adult • Enjoy listening to longer stories and can remember much of what happens		• Is beginning to speak using sentences of 6+ words and beginning to use conjunctions like ‘and’ or ‘so’ • Can listen to their friends and teachers for prolonged periods of time		• Has a long conversation with an adult or friend, switching from topic to topic • Engages in story time, building familiarity and understanding	
Term specific provision	Engage, listen to and take part in story times, through fairy tales and seasonal stories, phonics sessions and continuous provision Engage, listen to and talk about non-fiction books to develop a familiarity with new knowledge and vocabulary- linking to our seasonal and celebration texts Learn and use new vocabulary- through adult inputs, story time and continuous provision					
Ongoing provision throughout the year	Talk time	All adults model dialogue in play and ask open-ended questions in to extend each child’s spoken language.				
	Talk Boost	Learn and practise new vocabulary, listen to and talk about stories, engage in conversation with peers, social cues and organisation of speech.				
	Modelling	Develop social phrases for adults to model good morning, goodbye, thank you for...				
	Sentence stems	Connect one idea or action to another using a range of connectives adults to constantly model good sentence structures in continuous provision and adult-inputs.				

Personal, Social and Emotional Development

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Educational Programme	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.					
Milestones (end of term)	• Recognises the feelings of characters in stories • Children are aware of rules and why we need to follow them • Plays alongside a friend – can seek them out to play with		• Can talk about the feelings 'angry', 'scared', 'surprised' and 'excited' • Takes turns in familiar games and group activities without support • Developing appropriate ways of being assertive		• Recognise when and how they need to respond to a friend, showing sensitivity when needed • They remind friends of the rules when needed. • Children are able to determine when a situation requires adult intervention	

Term specific provision	<u>SCARF</u> - Families; differences and similarities – share photos of family - What makes me unique? Ten little fingers, ten little toes - Who can help us? – tour of school/school rules - My feelings – The colour Monster ↓ - Families; differences and similarities – review timeline - I'm special, you're special, Ten little fingers, ten little toes - Kind and caring Focus on; - Putting coat on and fastening zips - Using fork - Dressing		<u>SCARF</u> - People who keep us safe – Road safety - Safety indoors and outdoors - What is safe to go on my body - Online safety - Listening to my feelings; Ravi's Roar, Ruby's Worry (explore more feelings nervous, jealous, surprised etc.) ↓ - Looking after friends and special people - Being helpful at home and school - Caring for our world – allotment link - Responsibility – looking after books, bags, belongings Focus on; - Turning coat correct way in and fastening zip - Using fork and knife to cut - Dressing and undressing		<u>SCARF</u> - Bouncing back when things go wrong – moderating feeling – calming strategies (breathing) - Healthy eating - A good night's sleep + screentime - Move your body + washing (hygiene) ↓ - Life stages - Getting bigger – my body; What if we were all the same? - Caring for our world – sponsored scoot Focus on; - Independently getting coat and fastening when needed - Using knife to push food onto fork - Attempting buttons and tights	
Ongoing provision throughout the year	Feelings and Emotions	The Colour Monster emotions, self-regulation and self-registration				
	Daily routines	Self-registration, book voting, 'choose it, use it, put it away' when using resources, change independently for PE, turning clothes the right way round, change into wet weather gear, use toilets independently, snack time, lunchtimes, getting ready for home, weather monitor, tidying monitors, using knife and fork, doing up zips				
	Videos	Record and share interactions with children highlighting appropriate language and actions				
	Talk Boost	Build relationships with others, see themselves as a valued individual, give focused attention and follow instructions.				
	Classroom Rules	Decided by children to refer to on display across year, kindness fluffies are rewarded for children showing kindness and house points for behaviour.				
	Story time	Experience, explore and talk about positive relationships, feelings and emotions, diversity				

Physical Development

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Educational Programme	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
Milestones (end of term)	• Uses large-muscle movements to produce circles • Use a comfortable grip with good control		• Can walk, run, crawl, climb, hop, jump and skip with increasing control • Forms all letters of the alphabet with correct formation		• Demonstrates strength, balance and coordination when playing • Develops the foundations of a handwriting style which is fast, efficient and accurate	

Term specific provision	<u>PE – hall session</u> Autumn 1: Introduction to PE Autumn 2: Fundamentals <u>Eurythmy: daily</u> exercise 1 giving and receiving exercise 2 ring around the waist exercise 3 rainbow exercise 4 waterfall <u>Handwriting scheme</u> - Term 1 – The Curly Caterpillar Family c, a, d, e, s, g, f, q, o - Term 2 - The Ladder Family l, i, u, t, y, j		<u>PE – hall session</u> Spring 1: Dance Spring 2: Games <u>Eurythmy: daily</u> exercise 5 under and over exercise 6 foot stretch exercise 7 figure of 8 exercise 8 spiral <u>Handwriting scheme</u> - Term 3 – The One Armed Robot Family r, n, m, b, p, k, h, - Term 4 - The Zig-Zag Monster Family z, v, w, x	<u>PE – hall session/field</u> Summer 1: Gymnastics Summer 2: Ball skills <u>Eurythmy:</u> for specific children <u>Handwriting scheme</u> Consolidation all families
Ongoing provision throughout the year	Eurythmy	Daily movement to music activity to help develop all the children's pivot points – shoulder, elbow, wrist, distal (fingers) to support pencil grip and writing		
	Gross Motor Intervention	Specific support for gross motor skills identified		
	Lunch time/Snack time	Hold and use a knife and fork correctly, spreading and chopping		
	Fine motor area	Develop crucial fine motor skill, practising cutting, writing, threading, tweezing, pinching, screwing/unscrewing		

Literacy

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Educational Programme	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).					
Milestones (end of term)	- Join in with the repeated refrain from a familiar story - Blend and segment VC/CVC words - Write an initial and medial sound for a CVC word		- Make a simple prediction based on the events of a story so far - Blend and read VC/CVC words - Write VC/CVC words that can be read by themselves or others		- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words - Write simple phrases and sentences that can be read by others.	

Term specific provision <u>Phonics</u>	<u>Autumn 1</u> Sounds Write Initial code units 1-7 High frequency words: I, a, is, the	<u>Autumn 2</u> Sounds Write Initial code units 1-7 High frequency words: For, are, was, of, all	<u>Spring 1</u> Initial code units 8-10 High frequency words: come, some, to	<u>Spring 2</u> Initial code units 8-10 High frequency words: come, some, to	<u>Summer 1</u> Initial code unit 11 High frequency words: There, their, these, where, what, who	<u>Summer 2</u> Initial code unit 11 with bridging lessons of extended code High frequency words: There, their, these, where, what, who
<u>Word Reading (three times a week)</u>	<u>Individual reading</u> 2 units behind phonetic knowledge	<u>Individual reading</u> 2 units behind phonetic knowledge	<u>Individual reading</u> 2 units behind phonetic knowledge	<u>Individual reading</u> 2 units behind phonetic knowledge	<u>Individual reading</u> 2 units behind phonetic knowledge	<u>Individual reading</u> 2 units behind phonetic knowledge
<u>Comprehension</u>	<u>Talk through stories</u> Ruby's Worry Model: • Hold a book correctly, turn pages from front to back and recognise front and back cover • Text is read from left to right and top to bottom • The difference between text and illustrations • Identifying the title/word/line/page	<u>Talk through stories</u> Stick Man Engage: • Answer questions when reading wordless fiction and nonfiction books • Respond to 'who', 'where' 'what' and 'when' questions • Talk about events, feelings, main characters, where a story is set • Identify rhyme, syllable and initial sounds	<u>Talk through stories</u> On the way home Engage: • Predict and anticipate key events • Understand the structure of a non-fiction book is different to a fiction book • Start to identify capital letters	<u>Talk through stories</u> Six Dinner Sid Engage: • Retell stories in the correct sequence • Say how they feel about stories and poems, what parts of the story they liked or disliked • Identify authors and illustrators	<u>Talk through stories</u> Tiddler Engage: • Respond to questions about how and why something is happening • Know the difference between different types of texts	<u>Talk through stories</u> Room on the Broom Engage: • Recall the main points in text in the correct sequence, using own words and include new vocabulary. • Talk about themes of simple texts

<u>Writing Fiction</u>	TFW – We're going on a Bear Hunt (3 weeks)	TFW – The Gingerbread Man (3 weeks)	TFW – Jolly Postman (3 weeks)	TFW – Farmer Duck (3 weeks)	TFW – Elmer (3 weeks)	TFW – Room on the Broom (3 weeks)
<u>Non-Fiction</u>	Cards to our families – writing names	Shopping lists for Harvest (initial sounds)	Valentines love letters/cards	Pancake shopping list/recipe	Letter / postcard	Naughty Bus
<u>Poetry</u>	Family Finger song – Can children sing their own	Autumn poem, items collected – crunchy, brown, slippery (initial sounds)		Animal riddles	Fruit senses – tasting and describing adjectives	Naughty Bus
<u>Composition</u>	Organise sentence spoken using pictures and words – write initial sounds from Bear Hunt.	Organise sentence to respond to Gingerbread Man – postcard.	Organise sentence doctors help others	Organise sentence – recount of Farm trip	Organise sentences for instructions how to make fruit (kebabs)	Organise short recount of show and tell of past and present using grandparent toy.
Ongoing provision throughout the year	Helicopter Stories	Storytelling opportunities building up across year, from adult scribing to children writing some then all of their own stories inspired by acting out ideas and thoughts they have about characters and settings				
	Writing area	Use to create symbols/sounds/words/phrases/sentences, read messages, write messages, engage in and talk about books, retell stories and create their own				
	Phonological awareness	Orally blend and segment, identify rhyme and continue a rhyming string, count syllables, discriminate between sounds				
	Story/song time	Learn new vocabulary, engage in and talk about books, anticipate key events, learn rhymes, poems and songs				

Mathematics

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Educational Programme	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.					
Milestones (end of term)	• Subitise to 4 • Discuss composition of numbers to 4, showing some automatic recall of number facts • Count forwards and back from 5 • Shape - Identify straight and curved sides on 2D shapes, and some 2D shape names • Use objects to make AB / ABB patterns • Measure - use and understand the terms short/tall, large/small. Sequence 4 items according to these criteria		• Discuss composition of numbers to 6, showing some automatic recall of number facts • Confidently subitise rather than count small groups of objects • Count up to 10 and backwards. • Show accuracy when counting a group of objects, showing 1 to 1 correspondence & confident application of the cardinal principle. • Say the number one more/less than a given number 1 - 10. • Shape - Select, rotate and manipulate shapes to match a picture, fit an outline or create patterns • Pattern - continue a simple AB, ABC pattern		• Have a deep understanding of number to 10 • Subitise up to 5 • Automatically recall number bonds up to 5 and some bonds to 10, including double facts • Verbally count up to 20. • Compare quantities up to 10 in different contexts • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally • Use everyday language to discuss length, size, height, weight, time, position and capacity • Shape - Understand and use correct mathematical language to describe 2D and 3D shapes • Pattern - create, copy and continue a simple pattern	

Term specific provision	<u>White Rose Maths</u> <u>Getting to know you</u> - 3 weeks <u>Match, sort & compare</u> - 2 weeks <u>Talk about measure & patterns</u> - 2 weeks	<u>White Rose Maths</u> <u>It's me 1, 2, 3!</u> - 2 weeks <u>Circles & triangles</u> – 1 week <u>1,2,3,4,5,</u> - 2 weeks <u>Shapes with 4 sides</u> – 1 week	<u>White Rose Maths</u> <u>Alive in 5!</u> - 2 weeks <u>Mass & capacity</u> - 1 week <u>Growing 6, 7, 8</u> – 2 weeks <u>Length, height & time</u> – 2 weeks	<u>White Rose Maths</u> <u>Building 9 and 10</u> - 3 weeks <u>Exploring 3D Shapes</u> – 2 weeks	<u>White Rose Maths</u> <u>To 20 and beyond</u> - 2 weeks <u>How many now?</u> – 1 week <u>Manipulate, compose & decompose</u> – 2 weeks	<u>White Rose Maths</u> <u>Sharing & grouping</u> – 2 weeks <u>Visualise, build & map</u> – 3 weeks <u>Make connections</u> – 1 week <u>Consolidate</u> – 1 week
Ongoing provision throughout the year	Daily routines	Self-registration, calendar, visual timetable, book voting, sticker charts, tidying up				
	Maths Mastery	Subitising stories and animations to help children identify and explain arrangements to 5				
	Explore maths	Exploratory equipment to consolidate adult led learning. Resources and blanket to re-enact and consolidate mathematical understanding and knowledge				
	Story/song time	Practise taught skills, “What do you notice?”, “What can you see, how do you see it?”				

Understanding the World

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Educational Programme	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.					

Milestones (end of term)	- Discuss past and upcoming events within their own family, e.g. "When I was a baby, I had a Christening" - Make more careful observations e.g. "The ice has melted; look it's a puddle now" - Look at maps of our school/area and discuss the features they notice. Make their own maps		- Discuss images of the past and contrast them in discussion, e.g. "They are travelling on a horse and cart because there were no cars like we have then" - Compare different environments to their own - Discuss the roles of people in the community around them and their own experiences with these people - Explore the natural world around them, making observations and drawing pictures of animals and plants.		- Talk about the lives of the people around them and their roles in society. - Recognise some similarities and differences between objects from the past and objects from today. - Know some similarities and differences between different religious and cultural communities in this country - Explain some similarities and differences between life in this country and life in other countries - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter	
Term specific provision	RE -Why is God so Important to Christians?	RE - Why do Christians perform nativity plays at Christmas?	RE - How can we help others when they need it?	RE - Why do Christians put a cross in an Easter Garden?	RE - What makes every single person unique and precious?	RE - How can we care for our wonderful world?
<u>History</u>	Photos for timeline (Children will know about their own life story and how they have changed)	Bonfire Night Remembrance Day (Children comment on images of familiar situations in the past- Linking to Guy Fawkes, Remembrance day happening in the past)	Police, Fire, Paramedic visits (Children will compare to significant individuals – Florence Nightingale)	Little Red Hen – making bread, windmill, grinding. (Children will talk about past and present events in their lives and what has been read to them)	St. George's Day (Children will know about the past through settings and characters and events)	Amelia Earhart (Children will know about the past through settings, characters and events)
<u>Geography</u>	School grounds – Map drawing immediate environment Knows what a map is used for	Indian day Diwali – Immediate environment Wider world Similarities and differences	My village – Map drawing Immediate environment Children will locate real life objects	Homes – link to habitats Similarities and differences Immediate environment Wider world	African exploration – Wider world Map drawing Similarities and differences	Caring for our natural world - Wider world Immediate environment Litter picking

Expressive Arts and Design

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Educational Programme	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.					
Milestones (end of term)	• Use a variety of media independently (pencils, crayons, paint, chalk, different construction toys) • Perform familiar sings/rhymes in small groups		• Produce more detailed representations (drawings, paintings, models) and discuss the features they have included • Create their own beats with musical instruments/body percussion and become confident in games such as syllable-clapping		• 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 • Invent, adapt and recount narratives and stories • Sing a range of well-known nursery rhymes and songs • Perform songs, rhymes, poems and stories with others	

Term specific provision						
<u>Music</u>	<u>Charanga Music – Me! (2 weeks)</u>	<u>Charanga Music – My stories (2 weeks)</u>	<u>Charanga Music – Everyone! (2 weeks)</u>	<u>Charanga Music – Our World (2 weeks)</u>	<u>Charanga Music – Big Bear Funk (2 weeks)</u>	<u>Charanga Music – Reflect, Rewind and Replay (2 weeks)</u>
<u>Art & DT</u>	Painting – explore colour mixing using Kandinsky to explore primary colours.	Painting – Autumn art focus on texture with paint.	Painting – explore printing with paint and objects.	Painting – Children will explore colouring mixing using black and white to shade – paint to match desire object (observational painting)	Painting – Giuseppe Arcimboldo	Drawing/painting – detailed portraits using painting skills taught
	Drawing – simple picture of family using pencils /simple portrait	DT – Junk model - joining with tape/glue for a purpose - trap for Gingerbread Man	Drawing – people that help us with a body, head, legs and arms	Drawing – people with detail on body or face	DT – Basic hygiene in food prep and the process in making food	DT – Moving vehicle Children will share creations, talk about process and evaluate their work.
<u>Playdough station</u>	Cutting / colouring skills					→
	Sculpting – use playdough to manipulate into different shapes	Sculpting – use salt dough to create a simple circular shape for diva lamps	Sculpting – use dough to make shapes patterns	Sculpting – use playdough to create different parts of plants and animals	Sculpting – use dough to create different body parts	Sculpting – create a sculpture of a mini person
Ongoing provision throughout the year	Art area / Loose parts	Practise and use a range of artistic techniques and skills, use a range of tools, create collaboratively, develop storylines in pretend play, use imagination, role-play				
	Story/song time	Sing a range of songs/nursery rhymes, understand the structure of stories				
	Stage	Learn and practise new vocabulary, sing, dance, make music and perform on their own and in a group as well as develop storylines in pretend play, use imagination, role-play				

