

Our Early Years Foundation Stage Curriculum is carefully planned to promote our school values and to ensure our **Ducklings** fly!



Area of Learning	Term 1 'It's all about me!'	Term 2 'Once upon a time...'	Term 3 'When I grow up!'	Term 4 'What a wonderful world'	Term 5 'How does your garden grow?'	Term 6 'Up, up and away!'	End of EYFS Expectations (ELG)
Communication and Language	*All pupils are language screened at the beginning of reception, target pupils are also speech screened. (Communication and Language provision is continuous across all areas of learning)						ELG: Listening, Attention and Understanding - 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 - 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.
Physical Development	I can state how to move around the classroom safely. I can distinguish the difference I move around the classroom and at playtime. I am beginning to recognise the correct pencil grip. I am beginning to use cutlery correctly to cut my food with support. safe, obstacles, grip, cut	I can demonstrate how to move around the classroom safely. I can identify the correct pencil grip. I am beginning to use cutlery correctly to cut my food. I can use equipment to knead, roll and cut. safe, obstacles, grip, cut	<u>P.E- Ball skills</u> I can locate a space. I can demonstrate spatial awareness. I can discuss how to use apparatus safely. I can repeat movements with control and balance. I can identify the correct pencil grip. I am beginning to use cutlery to cut my food. balance, space, equipment, travel	<u>P.E- Dance</u> I can explain what a space is. I can locate a space. I can recognise different ways to travel. I can repeat movements with control. I am beginning to use the correct pencil grip. I can use cutlery to cut my food. copy, repeat, coordination, space	<u>P.E- Games</u> I can locate a space. I can demonstrate different ways of travelling depending on the activity. I can use resources with control. I can use the correct pencil grip. I can use cutlery to cut my food. over-arm, under-arm, throw, catch, target, control	<u>P.E- team games (Sports Day)</u> I can repeat simple obstacle type races. I can demonstrate different ways of travelling depending on the activity. I can use resources with control. I can use the correct pencil grip. I can use cutlery to cut my food.	ELG: Gross Motor Skills - 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 - 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.
Personal, Social and Emotional Development	I can state some class rules. I am beginning to recognise how I feel. I can demonstrate good listening when the teacher is talking. I can locate my belongings. I can state when I need the toilet.	I can recognise how I feel. I can demonstrate good listening when my peers or the teacher is talking. I can locate my belongings. I can use the toilet independently and wash my hands. I can demonstrate	I can recognise how I feel and use related vocabulary. I can demonstrate good listening and respond appropriately. I can recognise how my behaviour could impact the feelings of others.	I can differentiate my behaviour depending on the situation. I can recognise how I feel and use related vocabulary, e.g. sad, happy, worried. I can discuss simple targets with my teacher.	I can differentiate my behaviour depending on the situation and others needs. I can explain how I am feeling. I can use simple targets to improve my learning.	I can experiment with new activities confidently. I can implement challenge into their learning. I can demonstrate an 'I can do it' attitude. I can organise myself and my belongings independently.	ELG: Self-Regulation - 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

	I can use good hand washing routines. I am beginning to demonstrate sharing. I can demonstrate positive relationships with my peers and teachers. rules, feelings, listen, share	sharing and wait for my turn. I can develop relationships with my peers and teachers. I can explain what might happen if the class rules were broken. I can develop relationships with my peers and teachers. patience, consequence	I can organise myself for lunchtime. I can demonstrate patience. I can follow the class rules and explain what might happen if they were broken. I can organise my belongings. I can identify my needs. happy, sad, behaviour, patience	I can experiment with new activities. I can organise myself for lunchtime. behaviour, worried, excited, target	I can experiment with new activities. I can organise myself in relation to different parts of the day. I can discuss what would be a healthy food choice. I can experiment with healthy food choices. target (next steps), healthy	improve	follow instructions involving several ideas or actions. ELG: Managing Self - 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 - 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.
Literacy	<u>Reading</u> - I can repeat taught phonemes. - I can identify taught phonemes in a word. <u>Phonics (Phase 2)</u> s a t p i n m d g o c k c k e u r h b f l phoneme, tricky word, digraph <u>Writing</u> - I can recognise letters in my name.	<u>Reading</u> - I can recognise taught phonemes in a word. - I am beginning to use my segmenting and blending skills. - I can locate repetitive phrases. - I can discuss my own experiences in relation to a text. <u>Phonics (Phase 2)</u> ff ll ss j v w x y z zz qu sh th ng nk Words with s /s/ added at the end	<u>Reading</u> - I can locate tricky words. - I can state if a book is fiction or non-fiction. - I can use my segmenting and blending skills. <u>Phonics (Phase 3)</u> ai ee igh oa oo (short) oo (long) ar or u row oi ear air er words with double letters: dd mm	<u>Reading</u> - I can locate tricky words to develop fluency. - I can recognise digraphs and trigraphs within words. - I can use my segmenting and blending skills to read simple words. - I can repeat well known phrases and vocabulary from stories. - I can interpret a story through role play. <u>Phonics (Phase 3)</u>	<u>Reading</u> - I can locate a range of tricky words to develop fluency. - I can use my segmenting and blending skills to read a range of words. - I can identify key events in a story. - I can discuss what could happen in story and explain my reasons. <u>Phonics (Phase 4)</u>	<u>Reading</u> - I can locate a range of tricky words enabling my reading to be fluent. - I can explain the reason behind my predictions. - I can confidently use my segmenting and blending skills to read words. <u>Phonics (Phase 4)</u> long vowel sounds CVCC CCVC	ELG: Comprehension - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. ELG: Word Reading - 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

	I can write my name using my name card to support me. - I can duplicate taught phonemes. - I can identify the initial phoneme in words. - I can begin to use simple sentence starters, e.g. I can. I can use the correct spelling of tricky words I have learnt, e.g. the Sentence	(hats sits) Words ending s /z/ (his) and with s /z/ added at the end (bags) Assessment segment, blend, digraph <u>Writing</u> I can use the correct spelling of tricky words I have learnt, e.g. a I can use captions in my writing. I can state key features of a sentence, e.g. finger spaces. I can state simple adjectives to describe an experience. I can begin to explain what an adjective is. I can describe how a character is feeling. I can recognise how I would feel in the same situation. I can explain why a character is feeling that way. I can identify main events in the story. I can state which sounds I hear in a word.	tt bb rr gg pp ff Longer words Assessment digraph, trigraph, segment, blend <u>Writing</u> -I can translate what I have written. -I can implement the correct phonemes to write a word. - I can state key features of a sentence. - I can use tricky words within my sentence, e.g. They have... sentence, full stop, capital letter	review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear review Phase 3: er air words with double letters longer words Phase 3: words with two or more digraphs longer words words ending in -ing compound words longer words words with s in the middle /z/ s words ending -s words with -es at end /z/ Assessment digraph, trigraph, segment, blend, fluent <u>Writing</u> -I can identify and copy key words and vocabulary. -I can recognise the features of a sentence. - I can use phonemes to make my writing readable. sentence, full stop, capital letter	short vowels CVCC short vowels CVCC CCVC short vowels CCVCC CCCVC longer words compound words root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est Assessment events, explain, fluent <u>Writing</u> -I can implement taught digraphs and trigraphs in my writing. - I am beginning to use features of a sentence. -I can experiment using 'and' in my sentences. - I can translate what I have written. conjunction	long vowel sounds CCVC CCVC CCV CCVCC Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ words ending in: -s /s/, -s /z/, -es longer words Assessment events, explain, remember <u>Writing</u> -I can implement taught digraphs and trigraphs correctly in my writing. - I can use features of a sentence. - I can translate what I have written, others too. sentence, full stop, capital letter, conjunction	phonic knowledge, including some common exception words. ELG: Writing - 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.
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		I can list instructions in order. I can use the correct spelling of tricky words I have learnt, e.g. To sentence, finger space, adjective, word bank, list					
Mathematics	I can identify a quantity. I can recognise how many. I can identify a quantity by counting. I can identify a quantity by subitising. I can describe patterns. I can identify 'parts' within a whole number. I can state how many ones make a total. I can recognise an amount by subitising. I can recall numbers to 10 in order. I can organise numbers in order. I can state which group has more.	I can recognise when an amount is equal. I can compare 2 sets of objects. I can explain what I know. I can explain what a 'part' is. I can explain what the 'whole' is. I can identify 'parts' within a whole number. I can describe the spatial arrangement of a number. I can compare different arrangements. I can recognise smaller numbers within larger numbers. I can match amounts to numerals.	I can organise numbers in order. I can identify a staircase pattern. I can recognise that each number is 1 more. I can identify a number bond by splitting an amount into two parts. I am beginning to explain number bonds using the vocabulary 'add'. I am beginning to state number bonds to 5. Subitise, number bond, add, sharing, equal, unequal, '5 and a bit'	I can identify two parts that are the same. I can recognise a double. I can state the whole number. I can use the stem sentence: --- is made of --- and ---; --- and --- make ---. I can state how many in a group. I can state the name of a number. I can describe how two numbers are different. I can identify if there are more or less than before. I can explain how I know it is more or less. I can match the amount to the correct numeral.	I can use the vocabulary, 'altogether'. I can state how many in a group by counting. I can list numbers from 1 to 20. I can explain what a tens frame is. I can match an amount to the correct numeral using a tens frame. I can demonstrate what a numeral represents. I am beginning to recognise patterns. I can state what a double is. I can use a tens frame to find the answer. I can identify the total.	I can use subitising to find a total. I can experiment with subitising and counting. I can select the correct method to find a total. I understand that 'adding' is finding the total of two groups. I can identify smaller amounts within larger groups. I can experiment using a rekenrek to add. I can demonstrate my working out using a rekenrek. I can recognise number bonds. I can discuss events in the day and put them in order.	ELG: Number - Have a deep understanding of number 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. ELG: Numerical Patterns - 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.

	more, fewer, subitise	I am beginning to state some teen numbers. I can state one number at a time when counting each object. I can describe the spatial arrangement of an amount. I can identify 'sub-groups' within arrangements. I can explain the use of a number line. total, subitise, fewer, more, compare, adding, part, whole.		I can explain what a numeral represents. I can recognise two parts that make a whole number. I can identify a missing part. I am beginning to use and understand the word, 'partition'. I can explain what a numeral represents. I can recall numbers to 20 in order. I can identify which number comes next. I can recognise patterns to support me when counting. I can describe a numberblock. I can state if a numberblock is even or odd. I can use and understand the vocabulary even and odd. I can use cubes to create my own even or odd number.	I am beginning to list double facts. I can use vocabulary 'more than' and 'less than'. I can explain how I know. I can use a number line. I can identify where numbers are on a number line. I can recognise the order of a set of numbers. I can describe the order of numbers. I can state what is one more than a number. I can state what is one less than a number. I can demonstrate finding one more or 1 less using objects. I can recognise how a number line could help me. I can use a number line to identify the order of numbers. Altogether, tens frame, double,	I can use the words yesterday, today and tomorrow. I can demonstrate an activity within a set time period. I can compare lengths of time. I can compare lengths. I can use words like, short, tall, shorter, longer. I can experiment with rulers, tape measures and meter sticks. Rekenrek, addition, order, events, time, length, short, tall, shorter, longer, meter, centimetres.	
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				double, total, even, odd, sharing.	numeral, order, number line		
Understanding the World	I can discuss stories that are set in the past. I can compare my own experiences to those in the past. I can locate areas in my new environment. Environment, past	I can state the four seasons. I can identify features of the seasons. I can use torches to make observations about light and dark. I can discuss who Guy Fawkes is. I can explain what Diwali is and how it is celebrated. I can state well known festivals that are celebrated by Christians. Diwali, Hinduism, seasons, Autumn, Winter, Spring, Summer, Guy Fawkes, Christmas, Christians	I can state a range of roles in society. I can discuss what I would like to be when I am older. I can organise events in chronological order. Past, present, future, chronological	I can state the name of well-known minibeasts. I can state a minibeasts habitat. I can describe my environment. I can compare environments. compare, same, different,	I can state the name of some well known flowers. I can sketch flowers from observation. I can recognise differences based on my experiences and texts I have read. I can test my theory based on my experiences. I can identify what a plant needs to grow. daisy, buttercup, dandelion, rose, experiment, predict, root, stem, leaves, flower	I can state where I live. I can create maps based on my experiences. I can compare trains from the past and present day. I can discuss similarities and differences in my country and others, using stories I have heard in class to support me. I can compare different religions. maps, religion, Mersham, Ashford, United Kingdom	ELG: Past and Present - 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 - 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 - 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.
Expressive Arts and Design	I can repeat and memorise our lining up song. I can select the correct colours to paint my self-portrait. I can demonstrate how to hold and use scissors safely. I can use props in my play. I can memorise stories I have learnt. I can repeat a pattern of beats. safety, beat, song	I can demonstrate different techniques whilst painting, e.g. finger painting. I can use a range of media to create texture. I can use props to act out events, e.g. Bonfire Night. I can memorise and perform well-known songs for my Christmas production. I can identify the beat of the music. I can design and construct a Christmas decoration. perform, music	I can use props and materials to act out a specific role. I can use what I have learnt to take on a role. E.g. police officer. I can identify the rhythm of the music. Imagination, rhythm	I can repeat well-known nursery rhymes. I can experiment with materials to find the most appropriate. I can select from a range of natural materials and explain my choice. I can demonstrate a rhythm. natural, rhythm, mixing	I can experiment with tools until I achieve the desired outcome. I can use different food to print with and explain what I notice, e.g. texture. I can create short narratives and take on a role. E.g. florist. I can discuss the melody of the music. I can use primary colours to make secondary colours, e.g. green, orange. experiment, printing, texture, melody	I can test materials to suit a specific project. I can experiment with materials and explain the outcome. I can perform songs I have been taught and use actions to support me. materials	ELG: Creating with Materials - 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 - 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.