

# Vernon Park Early Years Our Curriculum Goals

<p>To become a</p> <p><b>Confident Communicator</b></p> <p>who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings</p>	<p>To become an</p> <p><b>Independent Individual</b></p> <p>who can follow the Classroom Rules, set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy</p>	<p>To become a</p> <p><b>Fantastic Friend</b></p> <p>who can be kind, caring and helpful, show empathy and respect to others, work and play co-operatively whilst considering others' ideas and feelings</p>	<p>To become an</p> <p><b>Amazing Athlete</b></p> <p>who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment</p>
<p>To become a</p> <p><b>Talented Tool User</b></p> <p>who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence</p>	<p>To become a</p> <p><b>Brilliant Bookworm</b></p> <p>who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt)</p>	<p>To become a</p> <p><b>Wow Writer</b></p> <p>who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others</p>	<p>To become a</p> <p><b>Master of Maths</b></p> <p>who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5</p>
<p>To become an</p> <p><b>Exceptional Explorer</b></p> <p>who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places</p>	<p>To become a</p> <p><b>Compassionate Citizen</b></p> <p>who can help to look after their community and care for the environment, know some reasons why our home is special, have an awareness of other people's cultures and beliefs</p>	<p>To become a</p> <p><b>Proud Performer</b></p> <p>who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm</p>	<p>To become a</p> <p><b>Dynamic Designer</b></p> <p>who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it</p>

This is an outline plan for tracking purposes. Provision for specific ELGs will vary from cohort to cohort and within cohorts to meet the needs of individual children. Provision will mainly be taught through Key Questions, which will follow the children’s interests.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>Settling in</i>		<i>Reach for the stars</i>		<i>Moving on</i>	
	School values- Kindness and empathy  New Beginnings	School values- Friendship and respect  Getting On and Falling Out	School values- Honesty and responsibility  Going for Goals	School values- Tolerance and fairness  Good to be Me	School values- Support and inclusion  Relationships	School values- Challenge and resilience  Changes
<b>Personal, social and emotional development</b>	<p>In Nursery children will be learning to:</p> <ul style="list-style-type: none"> <li>● Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</li> <li>● Develop their sense of responsibility and membership of a community.</li> <li>● Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>● Show more confidence in new social situations.</li> <li>● Play with one or more other children, extending and elaborating play ideas.</li> <li>● Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>● Increasingly follow rules, understanding why they are important.</li> <li>● Remember rules without adult support.</li> <li>● Develop appropriate ways of being assertive.</li> <li>● Talk with others to solve conflicts.</li> <li>● Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</li> <li>● Begin to understand how others might be feeling.</li> </ul>					
<b>Communication and language</b>	Word Aware Key vocab may inc: Names, family, body parts, faces, senses, rooms in house, play, Autumn.	Word Aware Key vocab may inc: Pets, favourite foods, colours, Christmas, toys, celebrations.	Word Aware Key vocab may inc: Winter, winter clothing, habitats, animals.	Word Aware Key vocab may inc: Farm animals, growing animals, Easter.	Word Aware Key vocab may inc: Growing plants, fruits, vegetables, garden, park, local area, minibeasts.	Word Aware Key vocab may inc: Summer, summer clothing, holidays, beach.

In Nursery children will be learning to:

- Enjoy listening to longer stories and remember much of what happens.
- Pay attention to more than one thing at a time.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication, but they may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- Say sounds correctly and multisyllabic words.
- Use longer sentences of four to six words.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

PEP: Social distance 1/  
Yoga

PEP: Pip and Eddie  
Adventures Christmas/  
Dance: Nursery  
Rhymes

PEP: Social distance  
2/ Fine motor skills

PEP: Dance- Seasons/  
Stability

PEP: Dance- Circus/  
Gym- Travelling,  
stopping, making  
shapes

PEP: Pip and Eddie  
Adventures Under the  
Sea/ Target Games 1

**Physical  
development**

In Nursery children will be learning to:

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Start to eat independently and learning how to use a knife and fork.
- Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and tooth brushing.

<b>Literacy</b>	<b>Letters and Sounds Phase 1</b>	<b>Letters and Sounds Phase 1</b>	<b>Letters and Sounds Phase 1</b>	<b>Letters and Sounds Phase 1</b>	<b>Letters and Sounds Phase 1</b> <b>Interact with RWI frieze</b>	<b>Letters and Sounds Phase 1</b> <b>Interact with RWI frieze</b>
	<p>In Nursery children will be learning to:</p> <ul style="list-style-type: none"> <li>• Understand the five key concepts about print: <ul style="list-style-type: none"> <li>- print has meaning [SEP]</li> <li>- print can have different [SEP] purposes [SEP]</li> <li>- we read English text from left to right and from top to bottom [SEP]</li> <li>- the names of the different parts of a book [SEP]</li> <li>- page sequencing</li> </ul> </li> <li>• Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> <li>- spot and suggest rhymes [SEP]</li> <li>- count or clap syllables in a word [SEP]</li> <li>- recognise words with the same initial sound, such as money and mother [SEP]</li> </ul> </li> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> <li>• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</li> <li>• Write some or all of their name.</li> <li>• Write some letters accurately.</li> </ul>					
<b>Mathematics</b>	<b>Match and sort</b> <b>Compare amounts</b>	<b>Compare size, mass and capacity.</b> <b>Exploring patterns</b>	<b>Representing 1,2 and 3</b> <b>Comparing 1,2 and 3</b> <b>Composition of 1,2 and 3</b>	<b>Circles and triangles</b> <b>Positional languages</b>	<b>Representing numbers to 5</b> <b>One more and one less within 5</b>	<b>Shapes with 4 sides</b> <b>Time</b>

In Nursery children will be learning to:

- Fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Show 'finger numbers' up to 5.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: 'more than', 'fewer than'.
- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
- Understand position through words alone – for example, "The bag is under the table," – with no pointing.
- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.
- Make comparisons between objects relating to size, length, weight and capacity.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- Combine shapes to make new ones - an arch, a bigger triangle etc.
- Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

**Understanding  
the world**

Harvest  
Black History

Halloween  
Bonfire Night  
Remembrance Day  
Diwali  
Hanukkah  
Christmas  
  
Autumn

New Year  
Chinese New Year  
Valentine's Day  
Pancake Day  
  
Winter

Science Week  
Mothers' Day  
Holi  
Easter  
  
Spring

St George's Day  
Ramadan  
Eid

Father's Day  
  
Summer

In Nursery children will be learning to:

- Use all their senses in hands- on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.
- Explore how things work
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.
- Continue to develop positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Charanga: musical activities, songs and listening.

Charanga: musical activities, songs and listening.

Nursery Rhyme Week

Charanga: musical activities, songs and listening.

Charanga: musical activities, songs and listening.

Charanga: musical activities, songs and listening.

Charanga: musical activities, songs and listening.

**Expressive arts and design**

In Nursery children will be learning to:

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- Explore colour and colour- mixing.
- Show different emotions in their drawings – happiness, sadness, fear etc.
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs, or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

This is an outline plan. Provision for specific ELGs will vary from cohort to cohort and within cohorts to meet the needs of individual children. Provision will mainly be taught through half-termly Key Questions, which will follow the children’s interests. Schemes used to cover curriculum areas are outlined as are some of the key events we may cover.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>Settling in</i>		<i>Reach for the stars</i>		<i>Moving on</i>	
<b>Personal, social and emotional development</b>	School values- Kindness and empathy  New Beginnings  Personal hygiene	School values- Friendship and respect  Getting On and Falling Out	School values- Honesty and responsibility  Going for Goals  People who help us to stay safe.	School values- Tolerance and fairness  Good to be Me	School values- Support and inclusion  Relationships  Right and wrong	School values- Challenge and resilience  Changes
	<p><b>Early Learning Goals for PSED</b></p> <p>By the end of EYFS children at the expected level of development should:</p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>• 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.</li> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> <li>• Work and play cooperatively and take turns with others;</li> <li>• Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others’ needs.</li> </ul>					
<b>Communication and language</b>	Word Aware Key vocab may inc: Names, family, body parts, faces, senses, rooms in house, play, Autumn.	Word Aware Key vocab may inc: Pets, favourite foods, colours, Christmas, toys, celebrations.	Word Aware Key vocab may inc: Winter, winter clothing, habitats, animals.	Word Aware Key vocab may inc: Farm animals, growing animals, Easter.	Word Aware Key vocab may inc: Growing plants, fruits, vegetables, garden, park, local area, minibeasts.	Word Aware Key vocab may inc: Summer, summer clothing, holidays, beach.

	<p><b>Early Learning Goals for Communication and Language</b></p> <p>By the end of EYFS children at the expected level of development should:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding;</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li> </ul>					
<p><b>Physical development</b></p>	<p>PEP: Social distancing 1/ Yoga</p>	<p>PEP: Fine motor skills/ Dance-nursery rhymes</p>	<p>PEP: Gym Movement skills 1/ Locomotion 1</p>	<p>PEP: Dance- seasons/ Object manipulation</p>	<p>PEP: Target games 1/ Gym-rocking and rolling</p>	<p>PEP: Athletics 1/ Stability 2</p>
	<p><b>Early Learning Goals for Physical Development</b></p> <p>By the end of EYFS children at the expected level of development should:</p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> <li>• Hold a pencil effectively in preparation for fluent writing– using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>					
<p>* RWI typical progress through the scheme</p>	<p>*RWI: Set 1 World Poetry Day</p>	<p>*RWI: Set 1/ Blending/ Ditties Nursery Rhyme Week</p>	<p>*RWI: Set 2/ Red Ditties</p>	<p>*RWI: Set 2/ Green World Book Day</p>	<p>*RWI: Purple</p>	<p>*RWI: Pink</p>



Literacy	<p><b>Early Learning Goals for Literacy</b></p> <p>By the end of EYFS children at the expected level of development should:</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>• Anticipate – where appropriate – key events in stories;</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>• Read words consistent with their phonic knowledge by sound-blending;</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> <li>• Write recognisable letters, most of which are correctly formed;</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>					
	Mathematics	<p><b>WR: Getting to know you.</b> <b>WR: Just like me.</b></p> <ul style="list-style-type: none"> <li>• Matching and sorting</li> <li>• Comparing amounts</li> <li>• Comparing measures</li> <li>• Exploring patterns</li> </ul>	<p><b>WR: It's me, 1,2,3.</b> <b>WR: Light and dark.</b></p> <ul style="list-style-type: none"> <li>• Representing, comparing, composition of 1,2,3.</li> <li>• Describing shapes</li> <li>• Positional language</li> <li>• Representing numbers to 5.</li> <li>• One more/ one less</li> <li>• Time- night and day</li> </ul>	<p><b>WR: Alive in 5!</b> <b>WR: Growing 6,7,8.</b></p> <ul style="list-style-type: none"> <li>• Number bonds to 5</li> <li>• Numbers to 10</li> <li>• Addition to 10</li> </ul>	<p><b>WR: Building 9 and 10</b></p> <ul style="list-style-type: none"> <li>• Subtraction in 10</li> <li>• Measures- length/ height/ weight/ volume</li> <li>• 3D shape</li> </ul>	<p><b>WR: On the Move</b> <b>WR: Superhero to 20 and beyond.</b></p> <ul style="list-style-type: none"> <li>• Doubling</li> <li>• Place value to 20</li> <li>• Exploring patterns</li> <li>• Counting on and back</li> <li>• Halving and sharing/ odds and evens</li> </ul>

## Early Learning Goals for Mathematics

By the end of EYFS children at the expected level of development should:

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) upto5.
- Verbally count beyond 20, recognising the pattern of the counting system.
- 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.
- Compare quantities up to10 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 to10, including evens and odds, double facts and how quantities can be distributed equally.

	<p>Harvest Black History</p> <p><b>RE: F5-Where do we belong?</b></p>	<p>Halloween Bonfire Night Remembrance Day Diwali Hanukkah Christmas</p> <p>Autumn</p> <p><b>RE: F4- Which times are special and why?</b></p>	<p>New Year Chinese New Year Valentine's Day Pancake Day</p> <p>Winter</p> <p><b>RE: F2- Which people are special and why?</b></p>	<p>Science Week Mothers' Day Holi Easter</p> <p>Spring</p> <p><b>RE: F1- Which stories are special and why?</b></p>	<p>St George's Day Ramadan Eid</p> <p><b>RE: F3- Which places are special and why?</b></p>	<p>Father's Day Summer</p> <p><b>RE: F6- What is special about our world?</b></p>
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<p><b>Understanding the world</b></p>	<p><b>Early Learning Goals for Understanding the world</b></p> <p>By the end of EYFS children at the expected level of development should:</p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• 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.</li> <li>• 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.</li> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>					
<p><b>Expressive arts and design</b></p>	<p><b>Charanga: Me</b></p>	<p><b>Charanga: My Stories</b> Nursery Rhyme Week</p>	<p><b>Charanga: Everyone!</b></p>	<p><b>Charanga: Our World</b></p>	<p><b>Charanga: Big Bear Funk</b></p>	<p><b>Charanga: Reflect, Rewind and Replay</b></p>
<p><b>Early Learning Goals for Expressive arts and design</b></p> <p>By the end of EYFS children at the expected level of development should:</p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role-playing characters in narratives and stories.</li> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>						

Weekly Forest School sessions are planned throughout the whole year.

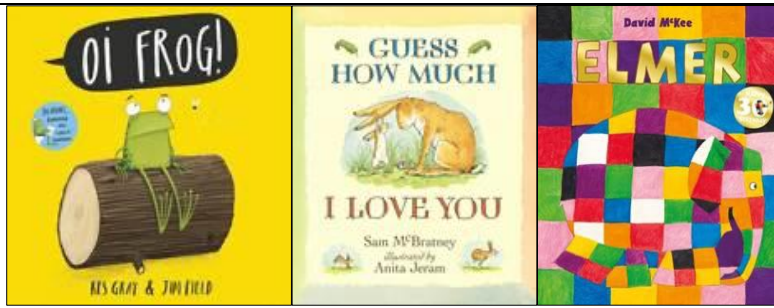
# CORE STORIES (Reflect a wide range of backgrounds and contexts)

These books will be available for children in the reading area and will be read regularly so children can become familiar with them.

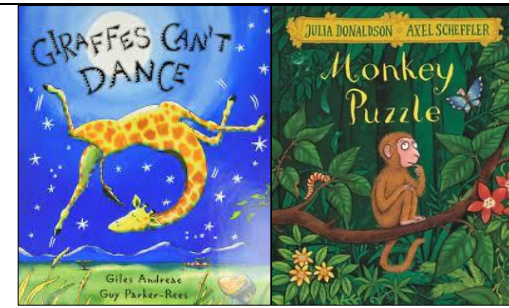
Term	Nursery	Reception
<p><b>Autumn 1</b> Kindness and empathy</p>	 <p><b>Traditional tale: Three Little Pigs</b></p>	 <p><b>Traditional tale: The Gingerbread Man</b></p>
<p><b>Autumn 2</b> Friendship and respect</p>		
<p><b>Spring 1</b> Honesty and responsibility</p>	 <p><b>Traditional tale: Goldilocks and the Three Bears</b></p>	 <p><b>Traditional tale: Hansel and Gretel</b></p>
<p><b>Spring 2</b> Tolerance and fairness</p>		

**Summer 1**

Support and inclusion



**Traditional tale: Little Red Riding Hood**



**Traditional tale: Jack and the Beanstalk**

**Summer 2**

Challenge and resilience

