

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 'Oh what a beautiful night!'	Term 3 'When I grow up!'	Term 4 'Once upon a time'	Term 5 'How does your garden grow?'	Term 6 'Up, up and away!'	End of EYFS Expectations (ELG)
Communication and Language	(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.

<p>Physical Development</p>	<p>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 to cut my food with support.</p> <p>safe, obstacles, grip, cut</p>	<p>I can demonstrate how to move around the classroom safely. I can identify the correct pencil grip. I am beginning to use cutlery to cut my food.</p> <p>safe, obstacles, grip, cut</p>	<p><u>P.E- Gymnastics</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.</p> <p>balance, space, equipment, travel</p>	<p><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.</p> <p>copy, repeat, coordination, space</p>	<p><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.</p> <p>over-arm, under-arm, throw, catch, target, control</p>	<p><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.</p>	<p>ELG: Gross Motor Skills</p> <ul style="list-style-type: none"> - 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. <p>ELG: Fine Motor Skills</p> <ul style="list-style-type: none"> - 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.
<p>Personal, Social and Emotional Development</p>	<p>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 use good hand washing routines. I am beginning to demonstrate sharing. I can demonstrate positive</p>	<p>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 sharing and wait for my turn. I can develop relationships with my peers and teachers. I can explain what might happen if the</p>	<p>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 organise myself for lunchtime. I can demonstrate patience. I can follow the class rules and explain what</p>	<p>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 experiment with new activities. I can organise myself for lunchtime.</p>	<p>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. I can organise myself in relation to different parts of the day. I can discuss what would be a healthy food choice.</p>	<p>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. improve</p>	<p>ELG: Self-Regulation</p> <ul style="list-style-type: none"> - 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. <p>ELG: Managing Self</p> <ul style="list-style-type: none"> - 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. <p>ELG: Building Relationships</p>

	relationships with my peers and teachers. rules, feelings, listen, share	class rules were broken. I can develop relationships with my peers and teachers. patience, consequence	might happen if they were broken. I can organise my belongings. I can identify my needs. happy, sad, behaviour, patience	behaviour, worried, excited, target	I can experiment with healthy food choices. target (next steps), healthy		- 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	<p>Reading</p> <ul style="list-style-type: none"> - I can repeat taught phonemes. - I can identify taught phonemes in a word. - I can memorise well known poems using pictures as prompts. <p><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 phoneme, tricky word, digraph</p> <p>Writing</p> <ul style="list-style-type: none"> - I can recognise letters in my name. - 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. <p>Sentence, poem</p>	<p>Reading</p> <ul style="list-style-type: none"> - 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. <p><u>Phonics (Phase 2)</u> ff l ll ss Recap Phase 2 Assessment segment, blend, digraph</p> <p>Writing</p> <ul style="list-style-type: none"> - I can execute recognisable letters. - I can state simple adjectives. - I can select taught phonemes to write a word. - I can duplicate key words using a word bank. - I can list my ideas. 	<p>Reading</p> <ul style="list-style-type: none"> - I can locate tricky words. - I can state if a book is fiction or non-fiction. - I can use my segmenting and blending skills. <p><u>Phonics (Phase 3)</u> j v w x y z zz qu ch sh th ng ai ee oo (short) oa ar or igh ur Assessment digraph, trigraph, segment, blend</p> <p>Writing</p> <ul style="list-style-type: none"> - 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. <p>sentence, full stop, capital letter</p>	<p>Reading</p> <ul style="list-style-type: none"> - 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. <p><u>Phonics (Phase 3)</u> ow oi ear er air ure oo (long) Recap Phase 3 Assessment digraph, trigraph, segment, blend, fluent</p> <p>Writing</p> <ul style="list-style-type: none"> - I can identify and copy key words and vocabulary. 	<p>Reading</p> <ul style="list-style-type: none"> - 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. <p><u>Phonics (Phase 4)</u> CVC/CVCC CVC/CCVC events, explain, fluent</p> <p>Writing</p> <ul style="list-style-type: none"> - I can implement taught digraphs and trigraphs in my writing. - I am beginning to use features of a sentence correctly. 	<p>Reading</p> <ul style="list-style-type: none"> - 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. <p><u>Phonics (Phase 4)</u> Adjacent consonants Recap Phase 2/ 3 Assessment events, explain, remember</p> <p>Writing</p> <ul style="list-style-type: none"> - I can implement taught digraphs and trigraphs correctly in my writing. - I can use features of a sentence correctly. - I can translate what I have 	<p>ELG: Comprehension</p> <ul style="list-style-type: none"> - 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. <p>ELG: Word Reading</p> <ul style="list-style-type: none"> - 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. <p>ELG: Writing</p> <ul style="list-style-type: none"> - 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.

		sentence, finger space, adjective, word bank, list		-I can recognise the features of a sentence. - I can use phonemes to make my writing readable. sentence, full stop, capital letter	-I can experiment using 'and' in my sentences. - I can translate what I have written. conjunction	written, others too. sentence, full stop, capital letter, conjunction	
Mathematics	<p>I can identify a quantity by counting.</p> <p>I can state which group has more or less.</p> <p>I can recognise which object is heavier or lighter using a scale.</p> <p>I can experiment with water using different container.</p> <p>I can repeat a simple pattern.</p> <p>I can describe a simple pattern.</p> <p>I can use colour or objects to make a simple pattern.</p> <p>quantity, more, less, Numicon, capacity, weight, more, less, heavier, lighter, full, half full, empty</p>	<p>I can identify an amount using Numicon.</p> <p>I can locate 2 or 3 tiles to make a total.</p> <p>I can identify an amount using Numicon.</p> <p>I am beginning to recognise amounts in different contexts (without counting).</p> <p>I can identify a quantity by counting.</p> <p>I can state which group has more or less and explain how I know.</p> <p>I can compare two groups.</p> <p>I can state some 2D shapes I know.</p> <p>I can select a shape by name.</p> <p>I can describe a 2D shape.</p> <p>I can recognise 2D shapes in the environment.</p>	<p>I can locate 2 or 3 tiles to make a total.</p> <p>I am beginning to use a range of manipulatives to make a given number.</p> <p>I am beginning to list number bonds to 5.</p> <p>I can recognise amounts in different contexts (without counting).</p> <p>I am beginning to explain number bonds using the vocabulary 'add'.</p> <p>number bond, part, whole, subitise, add.</p>	<p>I can identify 2 tiles to make a total.</p> <p>I recognise that 'adding' is finding the total of two groups.</p> <p>I can repeat an addition number sentence.</p> <p>I can locate 2 or 3 tiles to make a total.</p> <p>I can use a range of manipulatives to make a given number.</p> <p>I can recognise an amount without counting.</p> <p>I can locate two tiles to make 10.</p> <p>I can repeat number bonds to 10.</p> <p>I can use a range of manipulatives to support me.</p> <p>I am beginning to explain my working out.</p> <p>I can state numbers to 20.</p>	<p>I can identify 2 tiles to make a total.</p> <p>I can explain a number problem using the vocabulary 'add'.</p> <p>I can repeat an addition number sentence.</p> <p>I can interpret an addition number sentence.</p> <p>I am beginning to use symbols to record my number sentence.</p> <p>I can locate the highest number.</p> <p>I can identify 'how many left' by using Numicon.</p> <p>I can explain a number problem using the vocabulary 'take away' or 'subtract'.</p> <p>I can repeat a subtraction number sentence.</p>	<p>I can discuss simple problems.</p> <p>I can use a range of manipulatives to support me.</p> <p>I can use my understanding of adding and subtraction to solve a problem.</p> <p>I can create my own simple number problem. I can duplicate a pattern.</p> <p>I can describe a pattern.</p> <p>I can experiment with different objects to make a pattern.</p> <p>I can create a pattern based on a criteria.</p> <p>I can use positional language to describe where an object is.</p> <p>I can identify where a shape will fit.</p>	<p>ELG: Number</p> <ul style="list-style-type: none"> - 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. <p>ELG: Numerical Patterns</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.

total, subitise,
more, less,
compare, 2D, side,
corner.

I can **locate**
numbers on a
number line.
I can **use** Numicon
to make a teen
number.
I can **recognise**
that teen
numbers all have
1 ten.
I can **state some**
3D shapes I know.
I can **select** a
shape by name.
I can **describe a**
3D shape.
I can **recognise** 3D
shapes in the
environment.
total, add,
number bond,
part, whole, ten,
teen, 3D, face,
edge.

I can **interpret** a
subtraction
number sentence.
I am beginning to
use symbols to
record my number
sentence.
I can **state what a**
double is.
I can **locate** two
Numicon pieces
that are the same.
I can **identify** the
total to find the
answer.
I am beginning to
list double facts.
I can **state what**
'sharing' means.
I can **identify**
when two groups
are the same.
I can **use the word**
'equal' to explain
my findings.
I can **use** a range
of manipulatives.
I can **identify** even
and odd Numicon
tiles.
I can **explain how I**
know it is even or
odd.
I can **use** my
understanding of
sharing to **support**
me.
I can **use** a number
line.
I can **recognise** the
pattern of even
and odd numbers.

I can **experiment**
by rotating a
shape.
I can **create** shape
patterns.
I can **design** my
own picture using
shapes.
I can **experiment**
with maps.
I can discuss
events in the day
and put them in
order.
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.
addition,
subtraction, order,
events, time,
length, short, tall,
shorter, longer,
meter,
centimetres.

					number sentence, highest, double, same, total, share, equal, grouping, even, odd.		
Understanding the World	<p>I can identify parts of the body. I can state the 5 senses. I can locate areas in my new environment. leg, arm, feet, head, body, smell, see, taste, touch, hear, environment</p>	<p>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</p>	<p>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</p>	<p>I can test my theory based on my experiences. I can identify what a plant needs to grow. experiment, predict, root, stem, leaves, flower</p>	<p>I can state the name of some well known flowers. I can sketch flowers from observation. I can describe my environment. I can compare environments. I can recognise differences based on my experiences and texts I have read. daisy, buttercup, dandelion, rose, compare, same, different</p>	<p>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</p>	<p>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.</p>
Expressive Arts and Design	<p>I can repeat and memorise our lining up song.</p>	<p>I can demonstrate different techniques whilst</p>	<p>I can use props and materials to</p>	<p>I can repeat well-known nursery rhymes.</p>	<p>I can experiment with tools until I</p>	<p>I can test materials to suit a specific project.</p>	<p>ELG: Creating with Materials - Safely use and explore a variety of materials, tools and techniques,</p>

	<p>I can select the correct colours to paint my self-portrait.</p> <p>I can demonstrate how to hold and use scissors safely.</p> <p>I can use props in my play.</p> <p>I can memorise stories I have learnt.</p> <p>I can repeat a pattern of beats.</p> <p>safety, beat, song</p>	<p>painting, e.g. finger painting.</p> <p>I can execute a picture in the style of 'Starry Night' by Van Gogh.</p> <p>I can use a range of media to create texture.</p> <p>I can use props to act out events, e.g. Bonfire Night.</p> <p>I can memorise and perform well-known songs for my Christmas production.</p> <p>I can identify the beat of the music.</p> <p>Van Gogh, perform, music</p>	<p>act out a specific role.</p> <p>I can use what I have learnt to take on a role. E.g. police officer.</p> <p>I can identify the rhythm of the music.</p> <p>Imagination, rhythm</p>	<p>I can experiment with materials to find the most appropriate.</p> <p>I can select from a range of natural materials and explain my choice.</p> <p>I can execute a picture in the style of Mondrian and discuss my design.</p> <p>I can demonstrate a rhythm.</p> <p>natural, Mondrian, rhythm</p>	<p>achieve the desired outcome.</p> <p>I can use different food to print with and explain what I notice, e.g. texture.</p> <p>I can create short narratives and take on a role. E.g. florist.</p> <p>I can discuss the melody of the music.</p> <p>experiment, printing, texture, melody</p>	<p>I can experiment with materials and explain the outcome.</p> <p>I can perform songs I have been taught and use actions to support me.</p> <p>materials</p>	<p>experimenting with colour, design, texture, form and function;</p> <ul style="list-style-type: none"> - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. <p>ELG: Being Imaginative and Expressive</p> <ul style="list-style-type: none"> - 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.
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