



# Great Bardfield Early Years Curriculum



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Our Village		Victorians		Changes Over Time	
Literacy	<p><b>Reading</b> Develop routines for phonics and reading. Modelled blending sessions daily. Modelled segmenting sessions daily. Name reading in snack, independent writing, voting and register times, Learn and signify small sections of texts. Make predictions of stories and events.</p> <p><b>Writing</b> Dough disco and gross/fine motor activities. Daily name writing – registration Modelled letter formation with cvc words. Basic pencil control and letter formation,  Letter formation sessions.  Labelling artwork with name.</p> <p><b>Specific activities:</b> Introduction all about me – picture/name writing. -Labelling -Name writing -Lists -Monster Poster</p>	<p><b>Reading</b> Daily CVC activity for reading and writing. Building words with magnetic letters, using them to support reading and writing. Including simple phase 2 digraphs: ss, ll, ff, ck.</p> <p>Simple who, what, when, where questions for comprehension.</p> <p>Independent decodable books in classroom environment.</p> <p>Learning and role-playing stories from other cultures. Comparing stories that we already know discussing good vs bad.</p> <p><b>Writing</b> Focussed fine motor activities for those they need it.</p> <p>Daily name writing with formation focus.</p> <p>Daily modelled writing sessions – focussing on words contain sounds learnt.</p> <p>Letter formation sessions.</p> <p>1:1 CVC labelling task weekly.</p> <p><b>Specific activities:</b> -Christmas lists -Describing characters -Label story snippets describing what they see -Wolf Poster</p>	<p><b>Reading</b> Daily independent reading of basic sentences, more complex sentences supported during 1:1 reading.</p> <p>Comparison of fiction and non-fiction texts.</p> <p>Understands that information can be found in non-fiction books. Looks through non-fiction books with interest.</p> <p>Learning key vocabulary to support comparison. Title, blurb, photo, picture, information...</p> <p><b>Writing</b> Daily CVC tasks involving new digraphs with frequent revisiting of ones previously taught.</p> <p>Daily fine motor for identified children – home activities for those that need it.</p> <p>Daily modelled writing sessions – focussing on sentences containing words and sounds taught. Modelling of finger spaces. Pupil guided segmentation,</p> <p>1:1 writing task weekly.</p> <p><b>Specific activities:</b> -Non-fiction facts – -Labelling -Captions</p>	<p><b>Reading</b> Begin to make simple innovations of places and characters in whole class texts.</p> <p><b>Writing</b> Daily word building task with frames/fans/letters/sound mats to support selecting correct sounds. Picture prompts to guide word choice.</p> <p>Sentence writing tasks with shape coding to support all words being included in a sentence.</p> <p>iPad to record independent sentence building.</p> <p>Daily modelled writing sessions – focussing on sentences containing words and sounds taught. Modelling of finger spaces. Pupil guided segmentation.</p> <p>1:1 writing task weekly.</p> <p><b>Specific activities:</b> -innovated story map -map labelling</p>	<p><b>Reading</b> Independent reading of books with multiple sentences</p> <p>Introduction of 'why?' inferences during 1:1 reading sessions.</p> <p>Sorting spring texts fiction/non-fiction.</p> <p>Read sentence and draw picture.</p> <p><b>Writing</b> Upper case letters used to start a sentence</p> <p>Daily first and second name</p> <p>Sentence tasks including longer words, suffixes and compound words.</p> <p>Feedback on independent sentences and encouragement of independent corrections.</p> <p>Daily modelled writing sessions – focussing on sentences containing words and sounds taught. Modelling of finger spaces and capital letters. Pupil guided segmentation.</p> <p>Letter formation sessions</p> <p>1:1 writing task weekly. <b>Specific activities:</b> -shopping lists -describing</p>	<p><b>Reading</b> Story maps/innovating small sections.</p> <p>W, W, W, W, W questions</p> <p>Writing</p> <p>Secure spelling of phase 2, 3 and 4 tricky words – interventions for those who need it</p> <p>Secure phase 2-4 phonemes.</p> <p>Daily first and second names.</p> <p>Sentence tasks including longer words, suffixes and compound words.</p> <p>Daily modelled writing sessions – focussing on sentences containing words and sounds taught. Modelling of finger spaces and capital letters. Pupil guided segmentation.</p>

## Great Bardfield Early Years Curriculum

<b>Mathematics</b>	<p>Revision of numbers 1-5 1:1 correspondence Counting to 5 Counting rhymes and sounds Making numbers using objects Language of comparison</p>	<p>Subitise within 5 Patterns within 4 Use fingers to represent quantities 1:1 correspondence/know the last number counted is how many Counting rhymes and songs Cardinality of 5 Count beyond 5 Recognise numerals to 5 Numbers made with 1s Compose own numbers within 5 Explore parts and wholes Compare sets Language of comparison Subitising and comparison Compare equal sets Patterns – AB ABB AAB ABAB</p>	<p>Subitise within 5 – structured and random Patterns to 5 and more than 5 Patterns with small group and one more Match arrangements to fingers Verbal counting to 20 and beyond Counting objects Order numbers Composition of 5 missing/hidden parts Composition of 6 Numbers to 10 as 5 and some more Compare and use language to compare Play comparison games Compare by matching equal sets Explore making unequal sets 2D and 3D shapes</p>	<p>Symmetrical patterns/doubling Cardinality of numbers within 10 Counting patterns beyond 20 Odd and even numbers using the 'shape' of these (numicon to support) Begin to link even with doubles Begin to explore composition within 10 Compare numbers and reason using its 'how many/ness/position on the number system,  Positional and ordinal language.</p>	<p>Familiar subitising patterns Subitising with number patterns Know when to count and when to subitise Verbal counting to 20 and beyond Counting from different starting points Composition of 10 Order sets of objects Height and length – ordering 3 objects by same set criteria.</p>	<p>Consolidation of understanding of concepts previously taught and worked through</p>
<b>Communication and Language</b>	<p>Able to sit in a circle and wait their turn to speak.  Repeats modelled sentences.  Begins to direct their speech at an adult.  Interacts with adults and peers.</p>	<p>Passes a talking object and speaks on their turn.  Voice is audible in a group and a basic sentence is used.  Interaction with peers is expressive and shows their needs and wishes.  Answers direct questions from adults and approaches them with worries or needs.</p>	<p>Knows the rules of circle and carpet time and puts their hand up to speak or waits.  Eye contact is made and voice is directed at listeners. Sentence is used, only sometimes needing a model or stem.  Peer interaction is back and forth, with pauses and responses from each.  Adults are engaged in conversation when playing alongside, questions are answered with basic responses.</p>	<p>Topics of interest result in extended conversations where conjunctions are used.  Questions are responded to and basic questions are asked.  Peer interaction is sustained and questions are asked and answered during the interaction.  There are clear pauses to show listening. Answers show awareness that the child has listened.</p>	<p>Pupils are given opportunities to explain by using why and how questions.  More complex questions are being asked. Pupils are beginning to wonder and know how to seek answers from adults.  Pupils are confident and will approach known adults and familiar friends.  Pupils take account of what has been said, responding in an appropriate way.</p>	<p>Pupils are offering their own explanations for things, using increasing vocabulary.  Questions are understood and responded to appropriately.  They are able to share their feelings about things and show some emotional literacy,  Taught vocabulary is used in different contexts to show mastery,</p>

## Great Bardfield Early Years Curriculum

<b>Physical Development</b>	<p>Practice and refine movement skills they have already acquired.</p> <p>Develop small motor skills to use tools independently and safely,</p> <p>Attempt to manage own hygiene.</p>	<p>Develop control when moving.</p> <p>Develop overall body strength, balance, co-ordination and agility.</p> <p>Develop core strength.</p> <p>Develop the skills to manage the school day – dressing and undressing, putting on shoes without support.</p>	<p>Develop core muscle strength and posture.</p> <p>Combine different movements with ease.</p> <p>Establish the correct pencil grip and posture for writing.</p> <p>To be able to put on and take off own coat.</p>	<p>Confidently use small and large apparatus.</p> <p>Talk about how to keep healthy.</p> <p>Develop ball skills by taking part in group games.</p> <p>Begin to understand about different ways to keep healthy and active.</p>	<p>Develop body strength.</p> <p>Develop balance when using large equipment.</p> <p>Develop confidence and accuracy when using a bell.</p> <p>To be able to fasten own coat.</p> <p>Develop coordination.</p> <p>Develop legible handwriting style.</p>	<p>Refine different ways of moving: hopping, skipping, etc...</p> <p>Demonstrate overall body strength, balance, co-ordination and agility.</p> <p>Negotiate space and obstacle safely, considering themselves and others.</p> <p>Hold a pencil effectively, using tripod grip.</p> <p>Use a range of small tools.</p> <p>Talk about ways to be healthy and keep active.</p>
<b>Personal, Social and</b>	<p><b>PSHE: Friends</b></p> <p>Selecting and using resources in new classroom setting.</p> <p>Getting used to new routines and rules.</p> <p>Building relationships with adults and peers in the setting.</p>	<p><b>PSHE: One World</b></p> <p>Continuing to develop friendship and relationships.</p> <p>Exploring feelings.</p> <p>Increasingly following rules and boundaries.</p>	<p><b>PSHE: Health and Wellbeing</b></p> <p>Showing independence in selecting resources.</p> <p>Identify the range of feelings and how others may feel.</p> <p>Begin to take on challenges and show perseverance.</p>	<p><b>PSHE: Money Matters</b></p> <p>Begin to regulate their behaviour.</p> <p>Show independence in managing their needs.</p> <p>Begin to show resilience in the face of challenge.</p>	<p><b>PSHE: Relationships</b></p> <p>Expressing and moderating feelings.</p> <p>See themselves as valuable individuals (within a family unit).</p> <p>Finding solutions to conflicts.</p> <p>Explain reasons for rules.</p>	<p><b>PSHE: Health and Wellbeing</b></p> <p>Manage own basic hygiene.</p> <p>Working cooperatively and taking turns with others.</p> <p>Show understanding of others feelings and perspectives.</p> <p>Gave focussed attention.</p>
<b>Expressive Arts and Design</b>	<p><b>Art: Drawing: Van Gough</b> Explore the role of outlines to make features. Pencils – different thickness.</p> <p><b>Music:</b> Listen and respond to unfamiliar genres of music, Learn and perform nursery rhymes. Learn to find a beat.</p> <p><b>Performance:</b> Learn to signify and perform parts of the class text.</p>	<p><b>DT: Food</b> To taste, design and make sandwiches. hygiene, measuring, weighing, scooping, mixing, kneading.</p> <p><b>Music:</b> Listen and begin to appraise with simple sentence stems. Learn and perform a Christmas song. Name basic percussion instruments and use to find a simple beat.</p> <p><b>Performance:</b> Nativity play – learn and perform a dance.</p>	<p><b>Art: Painting: Pointillism</b> Colour mixing Explore brushes (thick and thin) to add detail. brush, splatter, flick,</p> <p><b>Music:</b> To use key terminology (loud, quiet, instrument, singing, beat). Use a percussion instrument with care and control. Identify and name based on sound alone.</p> <p><b>Performance:</b> Sing a Victorian song to parents.</p>	<p><b>DT: Mechanisms: Axels and Wheels</b> Able to select equipment, materials and techniques independently to make an end product after modelling.</p> <p><b>Music</b> Able to identify some instruments heard within a song. Learns and performs a nursery rhyme with an instrumental section. Knows when to start and stop. Basic rhythm and beat.</p> <p><b>Performance:</b> Learn and perform song and actions of a sea shanty.</p>	<p><b>Art: Sculpture: Junk Modelling</b> Using recycled materials. Select equipment, materials and techniques independently to make an end product after modelling.</p> <p><b>Music</b> Listen and appraise with clear reasoning why they like or dislike a piece. Able to use a glockenspiel with care, hitting one bar at a time to produce a beat.</p> <p><b>Performance-</b> Spring song Perform to parents.</p>	<p><b>DT: Textiles</b> Explore fabrics. How to join fabric. Create with fabric.</p> <p><b>Music</b> Basic music notes to play a simple nursery rhyme on the glockenspiel. Perform.</p> <p><b>Performance:</b> Role play the Little Red Hen tale as a school production for parents.</p>

# Great Bardfield Early Years Curriculum

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Understanding the World</b></p>	<p><b>RE – Philosophy</b> Explore faiths using our senses. Explore religious artefacts. Talk about religious artefacts.</p> <p><b>Science – classifying animals</b> Learn the words carnivore, omnivore, herbivore, Identify differences between reptiles, mammals, amphibians. Identify local birds. Sorting into loving/not living. Each season.</p> <p><b>History – Famous People</b> What does famous mean? Identify famous local celebrities. Identify famous people in UK (past and present). Famous people from Great Bardfield that are still alive today. across time.</p>	<p><b>RE – Human and Social Science</b> Describe the events of Christmas and Eid. Explore Christmas. Explore Eid. Compare and contrast celebrations.</p> <p><b>Science – keeping bodies healthy</b> Importance of healthy bodies. Exercise and hygiene and its importance for humans. Mammal growth: babies to adulthood</p> <p><b>Geography- Local Area</b> introduce the world map and how big our world is. Different places to live: village, town, city. What do I know about where I live? How we move from one to another (bus, train, car, plane, boat)</p>	<p><b>RE- Theology</b> Explore what Jewish people remember on Shabbat. Jewish creation story. Examine artefact used for Shabbat.</p> <p><b>Science – keeping bodies healthy (cont.)</b> Importance of healthy bodies. Exercise and hygiene and its importance for humans. Mammal growth: babies to adulthood</p> <p><b>History – Victorians</b> Understand the meaning of the word past. Discuss similarities and differences. What is a Victorian? How did the Victorians influence our life today?</p>	<p><b>RE – Theology</b> To explore the symbol of the cross for Christianity. Explore the easter story. Compare different shapes of crosses and where we have seen them. Easter festival traditions.</p> <p><b>Science- materials.</b> Naming materials Finding different properties.</p> <p><b>Geography- The UK</b> Countries Capitals Locate on map</p>	<p><b>RE- Philosophy</b> Creation stories – Hindu, Christian, Jewish... Compare creation stories. learn from stories?</p> <p><b>Science- Plants</b> What do plants need to grow healthy? How to look after plants. The basic parts of a plant. How seeds are found in a fruit and how seeds are planted. Basic sun and water information. Watching and observing growth (observing over time).</p> <p><b>History – Family changes over time</b> Family trees Name key family members Discuss family differences.</p>	<p><b>RE- Philosophy (cont.)</b> Creation stories – Hindu, Christian, Jewish... Compare creation stories.</p> <p><b>Science- Plants (cont.)</b> What do plants need to grow healthy? How to look after plants. The basic parts of a plant. How seeds are found in a fruit and how seeds are planted. Basic sun and water information. Watching and observing growth (observing over time).</p> <p><b>Geography- Recycling</b> What is recycling? How to recycle What happens to recycling?</p>
---	---	---	--	---	--	--