



# Early Years

## Curriculum Overview

Masefield Primary School

# Statement of Intent for Early Years

Through a positive caring environment, we provide the opportunity for every child to reach their full potential. We embrace our school core values and ensure all children are ready for their next steps through school and life.

It is our intent to ensure that every child has access to a broad, balanced, and ambitious Early Years Foundation Stage (EYFS) curriculum which prepares our children for now and for the future in terms of opportunities and experiences. Following personal interests and individual needs in the EYFS at Masefield allows us to plan and provide opportunities throughout our curriculum to support learning and development and achieve their next steps.

Our EYFS curriculum aims to enable our children to be:

- Knowledgeable and creative learners, who are curious to learn about the world around them
- Secure, confident and independent, who enjoy coming to school and learning new skills and knowledge building on their existing learning.
- Skilful, communicators, who connect with others through language and play, ensuring that they play in a vocabulary rich environment.

It is our intent to ensure that all children receive high-quality teaching of early reading through Read Write Inc. Phonics to learn to read words and simple sentences in line with their phonics knowledge by the end of Reception.

The Early Years at Masefield is based strongly around the needs of our community, whilst following the principles of the EYFS. Our curriculum aims to develop the foundations for excellent communication skills. Our curriculum intent is to provide the children with a range of familiar topics, linked to their own experiences, as well as unfamiliar topics, to spark their interest and exploration of the wider and natural world; we do this by exploring a plethora of book and inviting visitors into school. In doing this, we provide a curriculum and environment where the children feel safe and secure when developing their knowledge and skills yet are challenging and are exposed to new learning.

## Links to Prior Learning

- All learning has been based upon the prior learning within the 3-4 year old development checkpoints and expectations from the Development Matters 2021 Curriculum guidance.
- Adjustments will be tailored to meet each individual child's starting points.
- There are clear links through the curriculum in Year 1 as an opportunity for the children to remember and recall prior knowledge and build on this over time.

# Links to Future Learning

Our EYFS curriculum has been planned and developed as the foundation to our whole school curriculum and to prepare the children for their next steps in Year 1. Please refer to the curriculum overviews and curriculum documentation for individual subjects to see how the EYFS experience at Masfield underpins the curriculum from Year 1 onwards.

## Vocabulary

Developing children's vocabulary is critical in their language development and underpins strong foundations for their reading, comprehension, and writing. In our reception class, we place great importance on vocabulary development. We do this through:

- Understanding that developing our children's vocabulary is a golden thread that runs through our whole curriculum. This is continued in every year group through school in every subject.
- Using Word Aware EYFS to promote vocabulary development.
- We identify key vocabulary for each unit of learning. These words are taught as a class and then used within quality interactions during play with children.
- Where vocabulary may arise again and link with another unit of learning, this vocabulary has been identified as an opportunity for children to remember and recall this learning.
- In addition to the identified curriculum vocabulary, the EYFS team regularly identify unknown vocabulary through books and discussions with the children. These words are regularly draw upon and used within class and through play.
- Key vocabulary for each unit is shared with parents on knowledge organisers.
- A strong focus on story time. We read regularly to the children, a variety of fiction and non-fiction books taking opportunities to discuss and learn new vocabulary that arise from these new books.
- Engage with different poems and rhymes to further enhance our children's exposure to new vocabulary.
- We use ELKLAN strategies such as blank level questioning and story mapping to support learners.
- We use WELCOMM strategies for struggling learners – these pupils are taught through interventions.
- All children are assessed using Chatty Therapy and benefit from ongoing teaching given from this information.

Key vocabulary for Nursery and Reception can be found in each subject's curriculum documentation.

# Parents as Partners

Establishing a strong parent partnership is vital for us and we share Development Matter's 2021 recognition that a 'strong respectful partnership' allows children to 'thrive' in the Early Years. This is how we establish these strong relationships:

- We have a fantastic transition programme with stay and play sessions prior to starting school.
- Parents receive a regular newsletter to give an overview of what has been taught with vocabulary and further learning opportunities through home learning.
- During the Autumn term, we invite parents into school for a phonics, reading and maths workshop.
- Each half term, parents are invited to 'Stay and Play' sessions – these are in-line with our knowledge days across the rest of school. These sessions will provide parents a valuable opportunity to spend time with their child in our learning environment, engage in our continuous provision and share their child's learning with them.
- All parents have access to Chatty Therapy.
- Continually throughout the year parents are encouraged to play and have an active role in their child's development. We use Class Dojo and Seesaw for parents to share their child's learning.
- Throughout the year parents, support our learning through visits into class in relation to their expertise. The EYFS seek support through visits and talks into class during Autumn 1 – our families and growing and changing and Spring 2 – heroes in our community.
- We ask for parents/carers to share photos/videos from home via Class Dojo and Seesaw to support their child's communication and language skills.
- We offer an open-door policy for parents and love to share our class learning journey with our families and parents at pick up.
- We ask for parental feedback continually and send questionnaires to gather parent views.

## Reading Links

For each topic, where appropriate, high-quality texts have been curated and are identified as our focus texts. These texts will be used continually throughout the unit of learning to enhance the children's knowledge of the topic and further engage them with their learning. Our reading links are the books in which we will share with the children to engage them further in our learning and link well to our topic. In addition, the vocabulary used in these texts will be identified to support our children's language development and background knowledge understanding.

# Our Early Curriculum

## Early Reading

Our Early Reading curriculum develops a love of reading which is central to what we do. We teach children to read in Reception using Read Write Inc. phonics, which is an accredited systematic, synthetic phonics programme. This is used alongside Read Write Inc. 100% decodable reading books. We promote a love of reading through reading aloud and sharing a diverse range of stories and rhymes. Each week during Good News Assembly, there is a weekly reading award, where one pupil will pick a book to keep forever in each year group.

### Cross-curricular Links

Each unit of learning has clear cross-curricular links built in. These will take the form of continuous provision ideas that the children can have independent access to during the unit of learning.

## Early Writing

Our Early Writing curriculum links with our whole school English Policy. We use Talk 4 Writing within our writing session and understand the importance of oracy and its impact on writing. A more in-depth overview of our writing can be found in the writing progression documentation.

### Child-led Learning

The EYFS curriculum has been designed to ensure a strong foundation to learning for our children. However, within each unit of learning there is opportunity and flexibility for children to develop their own fascinations, guide learning and enhance the curriculum that is planned.

## Early Mathematics

Our Early Mathematics curriculum uses White Rose Maths. White Rose provides a broken-down, sequenced approach to support all pupils to master early mathematical knowledge. We have developed our professional understanding of early maths by working closely with the Turing Maths Hub.

### Enriching the Curriculum

Where appropriate and purposeful, trips and enrichment visits are planned within our curriculum, many of these trips will occur within our local environment.

# Marvellous Me - Autumn 1 - Nursery

## Understanding the World

- Exploring Nursery environment and building
- Harvest festival. What is Harvest and how is it celebrated?
- Name the key people in their life.
- Our families.
- Learn about the life cycles of humans.
- Learn about how to take care of themselves.
- Learn about their senses.
- Identifying similarities between themselves and different families.
- Learn the days of the week.

## Enriching the curriculum

- Visits from our special people.
- Share a Harvest Meal

Geography – School

History – Families

Science – Humans

## Expressive Arts and Design

- Free painting/ drawing family/ friends.
- Creating ourselves with different media – collage, loose parts.
- Autumn crafts.
- Learning how to use the painting in provision.
- Exploring the primary colours and colour mixing.
- Exploring printing - harvest vegetables.
- Using playdough to make models and representations.

Music – sing nursery rhymes and action songs.

Art & DT – Painting  
Computing – Digital  
Citizenship and Digital  
Literacy.

## Personal, Social and Emotional Development

### Me and My Relationships

- All about me.
- What makes me special?
- Me and my special people.
- Who can help me?
- My feelings.
- Healthy eating.

## Communication and Language

- Communicating needs with words and actions.
- Understanding simple instructions.
- Listening to and understanding simple stories with the help of pictures.
- Developing pretend play.

## Physical Development

Taught and practiced through continuous provision:

- Rules and boundaries.
- Avoiding obstacles.
- Co-ordinating space through play.

## Phonics

- Environmental
- sounds
- Body percussion

## Maths

Week 1 – Colours – red, blue, yellow.  
Week 2 – Colours – green, purple, mix of colours.  
Week 3 – Match – buttons and colours, match towers, matching shoes.  
Week 4 – Match – match number shapes, match shapes, pattern handprints – big and small.  
Week 5 – Sort – colour, size, shape.  
Week 6 – What do you notice? Guess the rule.

## Literacy

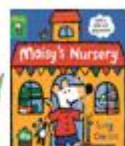
- Baseline assessments.
- The Invisible String
- The Colour Monster
- Maisy's Nursery
- Lulu Loves School
- The Big Book of families
- Leaf Man
- Pumpkin Soup

## Nursery Rhymes

- Humpty Dumpty
- Baa Baa Black Sheep
- Hickory Dockory Dock
- One, Two, Three, Four
- Five
- London Bridge
- Dingle Dangle Scarecrow
- Patacake
- Incy Wincy Spider

**Focus Texts:** These are texts used through Literacy.

**Famous 5:** We select five books each term that pupils in Early Years will share with their teachers over and over again. This helps them to build language structures and vocabulary through familiarity with the texts.



Focus Texts

Famous Five



# All About Me - Autumn 1 - Reception

## Understanding the World

- School grounds fieldwork. Simple maps.
- Seasons of the year – Autumn
- Exploring autumn leaves
- Our school and my route to school
- My past, present, future Families parents, grandparents and beyond
- Starting to understand the chronology and the timeline of me.
- The timeline of me. How do I change from a baby?
- Name and identify parts of the human body.
- All About Me: Facial features, Body parts - brain, lungs, heart. The five senses

## Enriching the curriculum

- Visits from our special people.
- Visits from babies to develop our understanding of growing and changing.

**Geography** – Our School

**History** – Family

**Science** – Humans and Seasonal Change.

**RE** – Why is the word 'God' so important to Christians?

## Expressive Arts and Design

- My first self-portrait.
- Drawings of those familiar to me/my family
- Autumnal wreaths.
- Hedgehog clay models.
- Colour: naming, recognising and using primary colours to mix paints
- Painting: self-portraits (Van Gogh and Picasso)

**Music** – sing nursery rhymes and action songs.

**Art & DT** – Drawing & Painting

**Computing** – Digital Citizenship and Digital Literacy.

## Personal, Social and Emotional Development

- The Masfield Way
- Following new rules and routines.
- Recognising and Understanding feelings
- Kindness

## Traditional Rhymes

- This Little Piggy
- Diddle Diddle Dumpling
- Georgie Porgie
- Once I Caught A Fish Alive
- This Old Man
- Five Little Ducks
- Five Little Speckled Frogs
- Pat a Cake
- One, Two, Buckle My Shoe
- Rain, rain, go away

## Physical Development

**Gross Motor** - children will learn to move safely in a space.

**Fine Motor** - children will begin to use a tripod grip using mark making tools.

## Health and Self Care –

Know and observe the effects of activity on their bodies (sweating, increased heart rate).  
Know how to wash and dry hands.  
Know that equipment and tools have to be used safely.

**PE** – Me and Myself (PE Planning)

## Maths

Week 1 – Settling in.

Week 2 – Maths in the provision – number work.

Week 3 – Match, sort and compare – match objects, match pictures and objects, identify a set, sort objects to a type.

Week 4 – Match, sort and compare – explore sorting techniques, create sorting rules, compare amounts.

Week 5 – Talk about measure and patterns – compare size, compare mass, compare capacity.

Week 6 – Talk about measure and patterns – Explore simple patterns, Copy and continue simple patterns, Create simple patterns.

## Literacy

**Comprehension** – children will independently look at a book, hold it the correct way and turn pages. Children will immerse themselves in stories and storytelling and explore rhyme.

**Word Reading** - oral blending and segmenting. Understand that text conveys meaning. Segment and blend sounds together to read words.

**Writing** - oral composition. Recognise and write own name. Children will give meaning to the marks they make.

## Phonics

Children have daily phonics lessons following the Read Write Inc. scheme.

## Communication and Language

- Listening and Participating during whole class book sessions
- Commenting on stories
- Joining in with repeated refrains
- Sequencing stories
- Giving personal responses to texts

**Focus Texts:** These are texts used through Literacy.

**Famous 5:** We select five books each term that pupils in Early Years will share with their teachers over and over again. This helps them to build language structures and vocabulary through familiarity with the texts.



Focus Texts

Famous Five

# Detailed Knowledge Content - Nursery

## Autumn 1

Nursery – Term 1	Focus of Study: Marvellous Me
	Key Knowledge and Vocabulary
Understanding of the World	<p><u>School</u></p> <ul style="list-style-type: none"> <li>• Children know they go to nursery</li> <li>• Children will learn the main features of nursery, toilets, outside area, carpet</li> <li>• Children will learn that their nursery is next to a primary school called Masfield Primary School</li> <li>• Children will be given lots of opportunities to explore their immediate surroundings and school</li> </ul> <p><u>Families</u></p> <ul style="list-style-type: none"> <li>• Know that there are key people in my life – starting to understand my own family history</li> </ul> <p><u>Humans</u></p> <ul style="list-style-type: none"> <li>• Learn about the life cycles of humans</li> <li>• Learn about how to take care of themselves</li> <li>• Learn about their senses</li> <li>• Children will learn that there are seven days in a week and the order of the days through songs and rhymes</li> </ul>
Personal Social and Emotional Development	<p><u>Nursery Routines:</u></p> <ul style="list-style-type: none"> <li>• Know that their parent/ carer will return and be able to separate from them with support</li> <li>• Know where to hang their coat</li> <li>• Know how to self-register</li> <li>• Know how to select and use resources appropriately</li> <li>• Know where and how to go to the toilet</li> <li>• Know how to share and take turns</li> <li>• Know how to sit during group time and how to move around school - fantastic listening and fantastic walking.</li> </ul>
Physical Development	<p><u>Gross Motor:</u></p> <ul style="list-style-type: none"> <li>• Know about spatial awareness and that it is the ability to be aware of oneself in a space (proprioception)</li> <li>• Know how to walk and run.</li> <li>• Know that stop means standing still and go means starting.</li> <li>• Know how to sit and stand</li> </ul>



	<ul style="list-style-type: none"> <li>• Know how to use their feet to move around on a scooter or trike.</li> </ul> <p><u>Fine Motor:</u></p> <ul style="list-style-type: none"> <li>• Know how to use mark making equipment in different ways</li> <li>• Know how to use jugs, bottles and buckets to pour, fill and empty.</li> <li>• Know how to use their hands to pat, squash and roll playdough.</li> <li>• Know how to take off and hang up their own coat (including putting gloves in their pocket and hats in their sleeve).</li> </ul>
Expressive Arts and Design	<p><u>Colour:</u></p> <ul style="list-style-type: none"> <li>• Know the three primary colours - red, blue and yellow.</li> <li>• Know that the primary colours can be mixed to create new colours.</li> </ul> <p><u>Techniques:</u></p> <ul style="list-style-type: none"> <li>• Know how to use different mark making materials such as pencils, crayons, felt tips, chalks and paints.</li> <li>• Know the routines for painting - including use of apron, paint, and drying rack.</li> </ul>
Music	<p><u>Body percussion:</u></p> <ul style="list-style-type: none"> <li>• Know that we can use our bodies to make a sound by clapping, tapping, stamping and singing.</li> <li>• Know that sounds can be loud or quiet and be able to recognise the difference.</li> <li>• Know that this property of sound is called volume.</li> <li>• Know that sounds can be fast or slow and be able to recognise the difference.</li> </ul> <p><u>Rhythm and Rhyme:</u></p> <p>Know the following nursery rhymes:</p> <ul style="list-style-type: none"> <li>• Humpty Dumpty</li> <li>• Baa Baa Black Sheep</li> <li>• Hickory Dickory Dock</li> <li>• London Bridge</li> <li>• Dingle Dangle Scarecrow</li> <li>• Pat a cake</li> <li>• Incy Wincy Spider</li> </ul>
Festivals and Celebrations	<p><u>Harvest Festival</u></p> <ul style="list-style-type: none"> <li>• Know that harvest is the main time when farmers gather in the things they have grown to sell.</li> <li>• Know that a long time ago people used to have big celebrations and feasts.</li> <li>• Know that we celebrate in school by bringing in food from home to share with people who may not have enough food.</li> <li>• Know the names of some fruits and vegetables including carrot, potato, cauliflower, sweetcorn, apple, banana, tangerine.</li> <li>• Know that carrots and potatoes are called root vegetables. This means that they grow under the ground.</li> </ul>

	<p><u>Halloween</u></p> <ul style="list-style-type: none"><li>• Know that Halloween is a celebration on 31st October which is an old festival when people would light bonfires and wear costumes to scare off ghosts that people thought might come to haunt them on this night.</li><li>• Know that ghosts don't exist but people used to believe they did.</li><li>• Know that the following activities are Halloween traditions (traditions are activities that people do on different occasions) - trick or treating, wearing costumes, jack o'lanterns made by carving faces in pumpkins, apple bobbing.</li></ul>
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# Detailed Knowledge Content - Reception

## Autumn 1

Reception – Term 1	Focus of Study: All About Me
	Key Knowledge and Vocabulary
<p>Understanding of the World</p> <p>(For more details, see lesson by lesson knowledge)</p>	<p><u>Our School</u></p> <p>Where do I go to school?</p> <ul style="list-style-type: none"> <li>o Talk to the children about where they go to school.</li> <li>o Teach the children the name of their school and talk about the school logo.</li> <li>o Walk around the school grounds;</li> <li>o Create a map of the school grounds, identifying the different buildings, areas of play and the forest school and outdoor classroom;</li> <li>o Identify and label favourite places to play or areas where different animals are located.</li> </ul> <p>Which parts of the school are important to me?</p> <ul style="list-style-type: none"> <li>o Talk to the children about their new school and the areas of the school they have already explored.</li> <li>o Take the children on a tour of the school, highlighting the areas they have already explored (EYFS, hall)</li> <li>o Talk about and name the members of staff that they will get to know in school.</li> </ul> <p>Who is important to me?</p> <ul style="list-style-type: none"> <li>o Talk to the children about the members of the school community that are important to them.</li> <li>o Talk about why these people are important to the children and what their job roles are.</li> <li>o Show the children pictures of members of staff and teach the children their names</li> </ul> <p>Where is my house?</p> <ul style="list-style-type: none"> <li>o Talk to the children about their houses, what they look like and where they are.</li> <li>o Use Google maps to look at different children's houses and school</li> <li>o Compare photographs of school and various homes</li> <li>o Know where I live, name of street and door number</li> <li>o Know some directional language when talking about my route to school including left, right, forwards, straight, backwards</li> </ul> <p><u>Family</u></p> <p>What is chronology?</p> <ul style="list-style-type: none"> <li>o Begin to understand chronology through learning about our own family history</li> <li>o Talk about timelines and how they are used to describe the order in which events happen</li> </ul>

	<ul style="list-style-type: none"> <li>o Know how to order our own growth using a timeline – baby to older person</li> </ul> <p>Why am I special?</p> <ul style="list-style-type: none"> <li>o Talk about similarities and differences between each other</li> <li>o Talk about things that make us special – hobbies, likes and dislikes</li> <li>o Talk about family members who make us feel special</li> </ul> <p>Who makes me feel special?</p> <ul style="list-style-type: none"> <li>o Name immediate family members (parents, siblings, grandparents)</li> <li>o Talk about the chronology of these family members</li> <li>o Talk about family members that make the children feel special and why</li> </ul> <p>When do I feel special?</p> <ul style="list-style-type: none"> <li>o Talk about photographs of birthdays, Christmas, Diwali, Eid, christening, weddings</li> <li>o Share the children's own photographs of significant events in their lives</li> <li>o Talk about why these events made them feel special especially within the local community</li> </ul> <p>What is my past, present and future?</p> <ul style="list-style-type: none"> <li>o Know who my family members are from the past and present and be able to talk about them by looking at photographs</li> <li>o Know that the future is time to come</li> <li>o Know about past and present events in their own lives and the lives of family members</li> </ul> <p>Who are my parents, grandparents and beyond?</p> <ul style="list-style-type: none"> <li>o Know about members of their family in regard to brother, sister, son, daughter, father (dad/daddy), mother (mum/mummy), grandmother (grandma), grandfather (grandad), aunt (auntie), uncle, cousin, niece and nephew</li> <li>o Know who their parents are and be able to talk about them</li> <li>o Know who their grandparents are and are able to talk about them</li> </ul> <p><u>Humans</u></p> <p>Who am I?</p> <ul style="list-style-type: none"> <li>• Classification: Sort images of people according to their characteristics.</li> <li>• Talk about the similarities and differences between children in the class</li> <li>• Talk about hair colour, eye colour, height, clothing, etc</li> </ul> <p>Who is in my family?</p>
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- All of our families are different, unique and special
- Explore the differences in our families – look at family photographs
- Name members of their immediate families

Who is the tallest or shortest?

Pattern seeking: show the children how to find patterns within information they have gathered

- Are taller children faster?
- Are taller children stronger?

How do I take care of myself?

- Talk about how the children can take care of themselves – regular washing, healthy eating, getting enough sleep, regular exercise, limits on screen time.
- Talk about why this is important to maintain a healthy lifestyle

How much do I know about other people?

Researching using secondary sources:

- Find out information from family and friends
- Find out information from visitors (family reading story, dentist, nurse etc.).

What are the parts of my body?

- Know the parts of the body including head, shoulders, arms, legs, stomach, back, hands, fingers, feet, knee, toes, elbow, wrist, neck, chest, ankle, shin.
- Know the following facial features - face, nose, ears, forehead, eyes, cheeks, chin, mouth.
- Know the following internal organs - brain (where we think), lungs (fill up with air when we breath), heart (pumps blood around our bodies)
- Know the 5 senses

### Seasonal Change

Autumn

- Know that the months of September, October and November are in the season of autumn
- Know that Autumn is one of the four seasons which comes after Summer and before Winter.
- Know that many trees shed their leaves in Autumn and that the leaves change colour from green to brown.
- Know that some trees don't lose their leaves at all as they keep them all year.
- Know that animals like squirrels begin to store food including nuts for Winter by burying them in the ground.
- Know that many animals hibernate during Autumn and Winter including hedgehogs.

- Know that hibernate means to sleep through a long period of time.
- Know that a hedgehog has four legs, claws, a snout and spines on its back.
- Know how to label the parts of a hedgehog on a diagram.
- Know that hedgehogs are nocturnal animals and are awake at night time but sleep during the day.
- Know that hedgehogs eat insects, snails, frogs and mushrooms.
- Exploring autumn leaves - collect leaves and study.
- Know how to look through a magnifying glass to look closely at leaves.

#### Winter

- Know that there are four seasons - Autumn, Winter, Spring, Summer
- Know that Winter includes the months of December, January and February
- Know that in Winter the weather is usually cold and wet.
- Know what ice feels like and observe it melting.
- Know that ice melts when the temperature rises.
- Know that there may be frost on your windows (e.g. in the car) in the mornings and at night and the pavement or road may be slippery
- Know that snow sometimes falls in winter. Know that snow is frozen water.

#### Spring

- Know that there are four seasons - Autumn, Winter, Spring, Summer
- Know that Spring includes the months of March, April, May
- Know that Spring is one of four seasons in a year. It's after winter and before summer.
- Know that many trees, flowers, plants and bulbs begin to grow during Spring.
- Know that many animals have babies in early Spring.
- Know that in Spring the weather usually turns warmer.
- Know that leaves begin to grow on trees.
- Know that plants start to develop flowers.
- Know that young animals such as chicks and lambs are born.
- Know that a chick is a young bird, especially one which is newly hatched (hatch one in school)
- Know that a lamb is a baby sheep


#### Summer

- Know that there are four seasons - Autumn, Winter, Spring, Summer.
- Know that Summer includes June, July, August.
- Know that Summer is the hottest of the four temperate seasons, falling after spring and before autumn.
- Know that the temperature around the UK rises and there is usually less rain than at any other time of the year.



	<ul style="list-style-type: none"> <li>• Know that you can get sunburn if you don't protect your skin.</li> <li>• Know that you should wear sun cream and a hat to protect you from the sun.</li> <li>• Know that you wear different clothes like shorts, t-shirts and dresses in Summer.</li> </ul> <p><a href="#">Why is the word 'God' so important to Christians?</a></p> <p>How did God make the world?</p> <ul style="list-style-type: none"> <li>• Lesson 1 RE Resources and PPT</li> <li>• Know a simple version of the creation story.</li> <li>• Know why God is important to Christians.</li> </ul> <p>How do Christians act towards the world?</p> <ul style="list-style-type: none"> <li>• Lesson 2 RE Resources and PPT</li> <li>• Know what Harvest is.</li> <li>• Know that it is important to care for our world.</li> </ul> <p>How do Christians care for the world?</p> <ul style="list-style-type: none"> <li>• Lesson 3 RE Resources and PPT</li> <li>• Know how to care for our world.</li> <li>• Give an example of what they can do to help care for the world.</li> </ul> <p>What is the Lord's Prayer?</p> <ul style="list-style-type: none"> <li>• Lesson 4 RE Resources and PPT</li> <li>• Know the Lord's Prayer.</li> <li>• Know why the Lord's Prayer is important to Christians.</li> </ul> <p>What is the story: The Precious Pearl</p> <ul style="list-style-type: none"> <li>• Lesson 5 RE Resources and PPT</li> <li>• Know the story of the Precious Pearl.</li> <li>• Know this parable teaches many Christians about God's love for them and how God should be the most important thing in a Christian's life.</li> </ul>
Technology	<ul style="list-style-type: none"> <li>• Know how to use the different types of technology (iPads, cameras, beebots)</li> </ul> <p><a href="#">Digital Citizenship &amp; Digital Literacy</a></p> <ul style="list-style-type: none"> <li>• DC.EYFS.1 I can talk about my digital footprint.</li> </ul> <p>Self-image and identity</p>

	<ul style="list-style-type: none"> <li>• DC.EYFS.2 I can recognise, online or offline, that anyone can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.</li> </ul> <p>Online Relationships</p> <ul style="list-style-type: none"> <li>• DC.EYFS.3 I can recognise some ways in which the internet can be used to communicate.</li> <li>• DC.EYFS.4 I can give examples of how I (might) use technology to communicate with people I know.</li> </ul> <p>Online Reputation</p> <ul style="list-style-type: none"> <li>• DC.EYFS.5 I can identify ways that I can put information on the internet.</li> </ul> <p>Online Bullying</p> <ul style="list-style-type: none"> <li>• DC.EYFS.6 I can describe ways that some people can be unkind online.</li> <li>• DC.EYFS.7 I can offer examples of how this can make others feel.</li> </ul> <p>Health, wellbeing and lifestyle</p> <ul style="list-style-type: none"> <li>• DC.EYFS.8 I can identify rules that help keep us safe and healthy in and beyond the home when using technology.</li> <li>• DC.EYFS.9 I can give some simple examples of these rules.</li> </ul>
Personal Social and Emotional Development	<ul style="list-style-type: none"> <li>• Know that when we play with our friends, we should share resources by taking turns.</li> <li>• Know that it's good to listen to each other and this helps us to form good relationships with friends and adults.</li> <li>• Know about the boundaries and behavioural expectations in the setting and what we need to do to follow them (sharing, being kind).</li> <li>• Know that in play you need to develop the confidence to talk to others.</li> <li>• Know that it's okay to ask for help.</li> <li>• Know the Masfield Way</li> </ul>
Physical Development	<ul style="list-style-type: none"> <li>• Know about spatial awareness and the ability to be aware of oneself in a space (proprioception)</li> <li>• Know about coordination and that it is the ability to use different parts of the body together smoothly and efficiently</li> </ul> <p>PE – Me and Myself</p>
Expressive Arts and Design	<p><u>Drawing &amp; Painting</u></p> <ul style="list-style-type: none"> <li>• Know the following colours - red, orange, yellow, green, blue, red, purple, black, white, pink, grey.</li> <li>• Know that many colours can be made from mixing the three primary colours - red, yellow and blue</li> <li>• Know that red + blue = purple</li> <li>• Know that yellow + red = orange</li> </ul>

	<ul style="list-style-type: none"> <li>• Know that blue + yellow = green</li> <li>• Know that white + black mixed = grey</li> <li>• Know how to describe different shades of colour using the terms 'light' and 'dark' e.g. light grey, dark red etc...</li> <li>• Know how to mix colours with white to make them lighter.</li> <li>• Know that a portrait is a painting of a person.</li> <li>• Study the following portraits amongst others – Vincent van Gogh - Self Portrait (1889), Pablo Picasso - Woman in beret and checkered dress (1937) &amp; Leonardo da Vinci - Mona Lisa (1517)</li> </ul>  <ul style="list-style-type: none"> <li>• Know how to observe carefully to produce a portrait.</li> <li>• Know how to use scissors to cut up photographs of facial features to create a collage portrait.</li> </ul> <p>Outcome: Paint portraits using colour mixing knowledge</p>
Music	<p>Learn to sing nursery rhymes and action songs</p> <ul style="list-style-type: none"> <li>• This Little Piggy</li> <li>• Diddle Diddle Dumpling</li> <li>• Georgie Porgie</li> <li>• Once I Caught A Fish Alive</li> <li>• This Old Man</li> <li>• Five Little Ducks</li> <li>• Five Little Speckled Frogs</li> <li>• Pat a Cake</li> <li>• One, Two, Buckle My Shoe</li> <li>• Rain, rain, go away</li> </ul> <p>Musical learning focus:</p> <ul style="list-style-type: none"> <li>• Listening and responding to different styles of music</li> </ul>

	<ul style="list-style-type: none"> <li>• Embedding foundations of the interrelated dimensions of music</li> <li>• Learning to sing or sing along with nursery rhymes and action songs</li> <li>• Improvising leading to playing classroom instruments</li> <li>• Share and perform the learning that has taken place</li> </ul>
Festivals and Celebrations	<p>Harvest Festival</p> <ul style="list-style-type: none"> <li>• Know that harvest is the main time when farmers gather in the things they have grown to sell.</li> <li>• Know that a long time ago people used to have big celebrations and feasts.</li> <li>• Know that we celebrate in school by bringing in food from home to share with people who may not have enough food.</li> </ul> <p>Halloween</p> <ul style="list-style-type: none"> <li>• Know that Halloween is a celebration on 31st October which is an old festival when people would light bonfires and wear costumes to scare off ghosts that people thought might come to haunt them on this night.</li> <li>• Know that ghosts don't exist but people used to believe they did.</li> <li>• Know that the following activities are Halloween traditions (traditions are activities that people do on different occasions) - trick or treat, wearing costumes, jack o'lanterns made by carving faces in pumpkins, apple bobbing</li> </ul>