



EYFS Reception Class Curriculum

Playing and exploring- Engagement

Children will be learning to:

Finding out and exploring

- Does the child show curiosity about objects, events and people?
- In what way? Does the child use their senses to explore the world around them?
- Any sense perhaps used more than other?
- Does the child engage in open-ended activity? How?
- Does the child show particular interests? In what?

Playing with what they know

- Does the child pretend objects are things from their experience (symbolic play)? What examples can you give?
- How does the child represent their experiences in their play?
- Does the child take on a role in their play? Any particular role?
- Does the child act out experiences with others (children or adults)?

Being willing to have a go

- Does the child initiate activities or experiences? What kinds?
- How does the child seek challenges?
- Does the child show a 'can do' attitude? What example do you have?
- Does the child take risks, engage in new experiences and learn by trial and error?

Active learning- motivation

Children will be learning to:

Being involved and concentrating

- Does the child maintain focus on their activity for a period of time? Is this at any activity or always at a particular activity or area in the environment?
- Does the child show high levels of energy, fascination? In what way?
- Does the child concentrate despite distractions? Any examples?
- Does the child pay attention to details?

Keeping on trying

- Does the child show persistence with an activity when faced with challenges?
- How does the child demonstrate aspects of problem solving and show a belief that more effort or a different approach will work/pay off?
- Does the child bounce back after difficulties?

Enjoying achieving what they set out to do

- Is he/she proud of their accomplishments- not just the end result? Have you got an example of when the child displayed this to share?
- Does the child enjoy meeting challenges for their own sake rather than for rewards or praise?

Thinking- creative and critical thinking

Children will be learning to:

Having their own ideas

- Does the child think of ideas? Any examples?
- How does the child find ways to solve problems?
- Does the child find new ways of doing things?

Making links

- Does the child make links and notice patterns in their experience?
- Does the child make predictions? What examples can you give?
- How does the child test out their ideas?
- Does the child develop ideas of grouping, sequencing, cause and effect?

Choosing ways to do things

- Does the child plan, make decisions and about how to do something, solve a problem to reach a goal? Can you think of any examples that support this?
- Does the child check how well their activity or what they are doing is going? How do you know this?
- Does the child change strategy if needed? Or does the child always do what he/she knows?
- Does the child review how well their approach worked? With support or on their own?

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Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes/ topics						
Area of learning	Autumn 1 RED statements= knowledge BLUE statements= skills		Spring RED statements= knowledge BLUE statements= skills		Summer RED statements= knowledge BLUE statements= skills	
PSED SR	<p>To express their feelings to a familiar person. 7.1 (share their feelings)</p> <p>To gradually understand how other people's feelings. 7.2 (say how someone is feeling using body language and facial expressions)</p> <p>To manage transitions between activities. 7.3 (moves between activities with little support)</p> <p>To control my impulses. 7.4 (wait for turns)</p> <p>To understand the school rules. 7.5 (knows right from wrong)</p>		<p>To know my actions can affect other people. 8.1 (recognises when may have upset someone)</p> <p>To follow the school rules for the majority of the time. 8.2/8.5 (follow school rules and behaviour)</p> <p>To resolve problems more independently 8.3 (confidently resolves problems with increasing independence)</p>		<p>To show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly 9.1 (recognises own feelings and the feelings of others, uses feelings appropriately)</p> <p>To set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate 9.2 (sets themselves challenges and can wait for attention)</p>	
PSED MS	<p>To show confidence in new social situations. 7.1 (greet new people and asks for help)</p> <p>To communicate about home and community freely. 7.2 (shares life, hobbies and interests from home)</p> <p>To be increasingly independent in day-to-day routine. 7.3 (follows class routines e.g., tidy up time)</p> <p>To manage own needs. 7.4 (e.g., hand washing, toileting)</p> <p>To manage dressing/undressing independently with some support for fastenings. 7.5 (dresses/undresses independently, has help with zips, buttons etc.)</p> <p>To use classroom equipment safely 7.6 (e.g., holding scissor blades with hands when carrying them)</p>		<p>To share needs and interests with others. 8.1 (speaks confidently to express needs and interests)</p> <p>To talk about myself in a positive manner. 8.2 (discuss own abilities, likes and dislikes)</p> <p>To understand some of the ways I can stay healthy. 8.3 (e.g., sleep, food, exercise, hygiene)</p>		<p>To be confident to try new activities and show independence, resilience and perseverance in the face of challenge 9.1 (work independently without support and continue this in spite of setbacks in the continuous provision)</p> <p>To explain the reasons for rules, know right from wrong and try to behave accordingly 9.2 (follows school rules most of the time)</p>	
PSED BR	<p>To share resources in play. 7.1 (will compromise and share resources)</p> <p>To play in a small group and share some of their own ideas 7.2/7.6 (plays with a few children)</p> <p>To take turns with some adult support 7.3/7.6 (shows confidence in taking turns with little adult support)</p>		<p>To play fairly with others 8.1/8.4/8.5 (increasingly more independent in playing fairly)</p> <p>To include others' ideas and adapt more freely in play. 8.2/8.4/8.5 (will adapt play in light of others' opinions)</p> <p>To independently find solutions and compromise in play. 8.3/8.4/8.5 (needs less adult support and can compromise more easily)</p>		<p>To work and play cooperatively and take turns with others. 9.1 (takes turns and plays with others)</p> <p>To form positive attachments to adults and friendships with peers. 9.2 (has positive attachments with peers and adults)</p> <p>To show sensitivity to their own and to other's needs 9.3 (is sensitive to their own and other people's needs in the class)</p>	

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		<p>To show care and interest of younger children and animals. 8.6 (shows sensitivity towards those who are younger and animals)</p>	
<p>C & L LAU</p>	<p>To focus attention on one thing at a time but can independently stop what they are doing to listen (switches attention) (7.1) Stop and listen to a noise/ sound, person or thing</p> <p>To sort objects into simple groups and links vocabulary by groupings(7.2) I will match objects together with a similar connecting theme e.g. farm animals, vehicles, sea life I will use vocabulary linked to these themes</p> <p>To play make-believe games with other children (7.3) I will play with my peers creating a made up story, character or theme idea suggestion</p> <p>To sustain attention and listen to longer stories, recalling familiar stories later. (7.4) I will sit quietly and listen to a full story. I will be able to talk about my favourite stories and those that I have heard on more than one occasion I will recognise book covers, story titles and events</p> <p>To answer questions about the past, present and future (7.5) I will be able to answer a question in a conversation about when I was little/ younger I will be able to talk about things 'now' I will be able to answer questions about things in the future by saying what I think might happen</p> <p>To begin to understand and can answer simple 'how' and 'why' questions. (7.6) I will respond to a how or why question appropriately</p> <p>To begin to understand instructions containing 4 key words (7.7) I will listen to and understand a four key word instruction such as 'Get your blue bag'</p> <p>To engage in non-fiction books (7.8)</p>	<p>To share attention between two things for a short time (dual-channelled) i.e. can do something and listen at the same time (8.1) I will be able to play alongside others and listen to my teachers instruction to 'tidy up'. I can complete an activity in a group and listen to my peers and respond appropriately.</p> <p>To occupy themselves for a sustained period of time in an activity of own choosing (8.2) I will demonstrate self chosen tasks and persevere at the task to complete it</p> <p>To show enjoyment in dramatic role play games with others and to create imaginative scenes using small world objects. (8.3) To explore creating short story ideas</p> <p>To show enjoyment when listening to longer stories and to remember much of what happens. (8.4) I will talk about my favourite part of a story that I have heard. I can talk about the main story events. I can name and describe a character in a story</p> <p>To understand simple questions about 'who', 'what', 'where', 'why' and 'how' (8.5) I can respond appropriately to such questions</p> <p>To listen to and talk about selected non-fiction texts. To develop a deep familiarity with new knowledge and vocabulary (8.6) I will talk about my book and what I have found out I can discuss my thoughts about a non-fiction book I can ask questions about the information I have learnt about in my book</p> <p>To follow instructions involving a two-part sequence (8.7) I will listen to and follow instructions requiring me to do two things, E.G. 'Get your bag and line up' Wash your hands and dry them.</p>	<p>To 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. (9.1) I will answer questions about a story's beginning, middle and end or series of key events I will ask questions as part of a discussion or conversation I will show a secure level of understanding</p> <p>To make comments about what they have heard and ask questions to clarify their understanding; (9.2) I can share my thoughts, ideas, questions and understanding about a topic I will ask a question about something I am interested in, unsure of or want to know more about.</p> <p>To be able to hold a conversation when engaged in back and forth exchanges with their teacher and peers. (9.3)</p>

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	<p>To choose non-fiction books to look at/ as an adult to read to them. Share a non-fiction book with a peer/s</p> <p>To begin to understand negatives (no, not) e.g. 'who is not wearing a hat?' (7.9) Respond appropriately by raising their hand to such questions.</p>	<p>Put your rubbish in the bin and cup in the sink.</p>	
<p>C & L Sp</p>	<p>To begin to use sentences of 5-8 words or longer I will talk about a topic of interest in sentences</p> <p>To link sentences together using connectives 'and' and 'because' I can extend my thoughts in a conversation by using the word 'and' 'then', 'next', 'because', 'but'</p> <p>To begin to ask lots of questions including 'why', 'when' and 'how' I can ask questions about something that I am interested in.</p> <p>To tell simple events from their past in the correct order of events I can talk about an important event and describe it in order.</p> <p>To use talk to anticipate or predict what might happen next I can verbalise my thoughts, ideas and opinions about what could happen</p> <p>To begin to use talk in pretending that objects stand for something else in play I can suggest ideas to play pretend games I can create make believe objects using objects</p> <p>To be able to talk about familiar books, stories and nursery rhymes. I can talk about a favourite story. I can talk about a favourite song or rhyme. To readily learn new words from their experiences, including specific labels for things I can learn new words for things in my play. I can learn key vocabulary around a topic in my learning.</p>	<p>To link ideas and sentences, sticking to a main topic I will be able to talk about an idea or topic using the correct vocabulary.</p> <p>To use talk to help work out problems, share feelings and organise ideas I can talk about what has happened I can begin to describe how I feel in a situation I can begin to describe what I think about a topic or situation</p> <p>To use talking in play to define roles, imagine situations and introduce a storyline or narrative I can pretend to be a character or role in a make believe game I can suggest play ideas to create a narrative</p> <p>To retell familiar stories and nursery rhymes; some as exact repetition and some in their own words I can talk about the main events in a favourite or familiar story I can retell a story that I have heard several times I can retell a rhyme or parts of a song that I know</p> <p>To explain how things, work and why they might happen (real events) To begin to discuss how something might work.</p> <p>To explore the meaning of new words, including abstract words and then try to use them To recall new words that they hear and attempt to use them in context To begin to use the past, present and future tenses with the related grammar, that is generally correct I can talk about things before today, in the past with the correct vocabulary and tense</p>	<p>To confidently participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; To take turns in conversation, waiting for another person to finish speaking To listen to a discussion and respond appropriately To share my ideas with increasing confidence to a peer, small group or in a whole class situation</p> <p>To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; I will make suggestions with relevant vocabulary, linked ideas and thoughts based on what I have learnt</p> <p>To 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. I will talk confidently about a topic using my knowledge to describe my thoughts, opinions, feelings and ideas, clearly and in context</p>

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	<p>To use sounds 's' 'f' 'sh' 'k' 'g' in their speech pronunciation but may make errors with 'r' 'th' 'ch' 'j' and consonant clusters e.g. 'sp' 'fl'</p> <p>To clearly say the sounds; s, f, sh, k, g in words</p>	<p>I can talk about things today with the correct vocabulary and tense</p> <p>I can talk about things after today in the future with the correct vocabulary and tense</p> <p>To attempt to pronounce most words correctly</p> <p>I can explore new words and how they are spoken</p> <p>To use the accurate pronouns e.g. 'he' 'she' 'they' 'his' 'her' 'him' in the correct context</p> <p>I will understand the pronouns; he, she, they, his, her, him, them and use them appropriately</p>	
<p>PD GMS</p>	<p>To move in different ways. 7.1/7.8 (e.g., crawling, stamping and slithering)</p> <p>To run adjusting speed and avoiding obstacle. 7.2/7.8 (e.g., turning corners)</p> <p>To use a large ball in a range of ways 7.3/7.8 (e.g., catch, kick, throw and bounce)</p> <p>To jump off an object and land appropriately 7.4/7.8 (uses their balance to jump and land)</p> <p>To sit appropriately on the carpet 7.5 (can sit cross legged)</p> <p>To hop on one foot 7.6/7.8 (hops on one foot)</p> <p>To stand and run on tip-toes 7.7/7.8 (stands and runs on tip-toes)</p>	<p>To move over and under equipment 8.1/8.7 (travels with confidence and skill through obstacles)</p> <p>To jump forwards and backwards 8.2 (jump forwards and backwards)</p> <p>To walk on a narrow line 8.3/8.7</p> <p>To stand balanced on one foot with arms folded 8.4/8.7</p> <p>To develop ball skills 8.6/8.7 (e.g., throwing, catching, kicking, passing, batting and aiming)</p>	<p>To negotiate space and obstacles safely, with consideration for themselves and others 9.1 (moves with increasing confidence when outside)</p> <p>To demonstrate strength, balance and coordination when playing 9.2</p> <p>To move energetically when outside 9.3 (e.g., running, jumping, dancing, hopping, skipping and climbing)</p>
<p>PD FMS</p>	<p>To begin to use tools with control 7.1 (e.g., makes snips in paper with scissors)</p> <p>To begin to be independent as they get dressed and undressed. (may still need help with buttons and fastenings)</p> <p>To draw simple objects 7.3 (e.g., stick person or simple shape)</p> <p>To use a pencil with a controlled tripod grip 7.4 (may show preference of a dominant hand)</p> <p>To write and copy some letters accurately 7.5 (e.g., letters from their name)</p>	<p>To use a wide-range of one-handed tools 8.1 (e.g., a toothbrush)</p> <p>To use a knife and fork with increasing independence 8.2 (may still need to have meat cut up)</p> <p>To form lower case letters that start and end in the right place 8.3 (letters may not sit on the line but will start and end in the right place with formation)</p> <p>To draw with increasing detail 8.4 (add more detail such as head, body, arms, legs and face features)</p>	<p>To hold a pencil effectively using a tripod grip. 9.1 (preparedness for fluent writing)</p> <p>To use a range of small tools 9.2 (e.g., scissors, paintbrushes and cutlery)</p> <p>To begin to show accuracy and care when drawing 9.3 (includes more detail and letter formation more accurate)</p>
<p>L C</p>	<p>To talk about the different parts of a book. 7.1 (front cover, author, blurb)</p> <p>To identify print in different contexts. 7.2 (Words in books. On signs, labels)</p>	<p>To name the different parts of a book. 8.1 (Fiction, non-fiction, index, glossary, headings, etc.)</p> <p>To use books and other sources to find information about a topic. 8.2</p>	<p>ELG-</p> <p>To demonstrate understanding of what has been read to them. 9.1a</p>

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	<p>To begin to understand that we read English text from left to right and from top to bottom. 7.3 (read a book from front to back) To use props to act out a story. 7.4 (puppets, masks, costumes, role play, finger puppets, objects linked to the story) To retell a favourite story. 7.5 (to verbally tell a story they are familiar with)</p>	<p>(use iPads for research, look at non-fiction books in class or the library) To retell a story – some with exact repetition and some in their own words. 8.3 (verbally retell, act out using masks/puppets) To begin to sequence the main events in stories. 8.4 (sequence picture cards, draw a story sequence, verbally retell) To use some story language e.g. once upon a time, etc. 8.5 (use story language when retelling a well know story or creating your own) To begin to predict what might happen next in stories. 8.6 (Share ideas of predictions with peers/teaching staff, draw pictures to show story predictions) To begin to talk about characters' feelings. 8.7 (hot seating, emotion cards, role-play to represent feelings)</p>	<p>(verbally retell a story, draw a storyboard, describe characters and events in a story) To retell stories and narratives using their own words and recently introduced vocabulary. 9.1b (Verbally retell a story, act out using props or masks, create a cartoon strip or storyboard with images and captions) To anticipate key events in stories. 9.2 (Explain what could happen throughout the story based on previous events/similar texts, verbal, pictures or labelled work) To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.9.3 (Observe children in role-play to check for use of and understanding of new vocabulary, use new vocab. In writing/when sharing ideas, discuss during carpet time)</p>
<p>L WR</p>	<p>7.1 To begin to identify simple rhyming words I will play rhyming soup. I will listen to stories with simple rhyming words in.</p> <p>7.2 To recognise rhythm in spoken words. I will listen to rhyming stories and songs.</p> <p>7.3 Read some individual letters by saying the sounds for them. (Set 1) I will find letters on a letter fan. I can go on a letter hunt and find the correct letter. I will identify letters in books. I will craft/collage different letters.</p> <p>7.4 Recognise words with the same initial sound. I will play silly soup. I will collect objects with the same sound. I will say silly words after my name beginning with the same sound.</p> <p>7.5 Begins to blend sounds into words, so that they can read short words made up of known letter – sound correspondences. I will play cvc games on the lpad/computer/interactive whiteboard. I will access reading books with 1/2 word sentences. I will read words within the learning environment.</p>	<p>8.1 To continue a rhyming string I will continue a rhyming string using my name. I will play games using different starting letters and the same word endings to make various words ie cat, bat, mat.</p> <p>8.2 Read graphemes by saying the sounds for them. I can find the graphemes on a sound mat/fan I will identify different graphemes in books and in the environment. I will play different phonics games, identifying the graphemes.</p> <p>8.3 Read some letter groups that each represent one sound and say sounds for them. I can find the graphemes on a sound mat. I will identify different graphemes in books and in the environment. I will play bingo games, matching the sounds to the words.</p> <p>8.4 Begin to read simple phrases made up of words with known letters. I will match the captions to the pictures. I will have a simple set of instructions to read and follow.</p> <p>8.5 Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>9.1 Say a sound for each letter in the alphabet and at least 10 diagraphs. I can find the graphemes and diagraphs on a sound mat/fan. I will identify different graphemes and diagraphs in books and in the environment. I will read words in books which contain these graphemes and diagraphs.</p> <p>9.2 Read words consistent with their phonic knowledge by sound-blending I will read words in books which contain the appropriate diagraphs. I will play various phonics games, matching pictures to words/phonics play etc</p> <p>9.3 Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words. I will match the captions to the pictures. I will have a simple set of instructions to read and follow. I will access phonetically decodable books independently within the provision. I will play yes and no games.</p>

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	<p>7.6 With some support count and clap syllables in a words I will use claves to tap out my name. I will clap out the syllables in different words.</p> <p>7.7 To segment CVC (green) words. I will orally segment words, playing robot games or Simon says. I will begin adding CVC words to my drawing/writing work. I can write a simple list with carefully thought-out items.</p>		
<p>L W</p>	<p>To recognise their own name 7.1 (self-registration, name hunts). To form some letters. 7.2 (hold a pencil, formation, letter rhymes, mark making). To write some of their name 7.1 (whiteboard cards, pegs, mark making, letter rhymes). To begin to write CVC words using taught sounds 7.3 (phonics teaching, physical CP activities, adult led activities). To form some of the letters correctly and begin to sit on the line. (7.2 – taken from 8.1) (phonics teaching, physical CP activities, adult led activities, modelled examples, writing frames).</p> <p>To begin to write red words/tricky words. (phonics/guided reading teaching, physical CP activities, adult led activities, modelled examples, writing frames).</p>	<p>To form lower cases letters correctly, sitting on the line. 8.1 (phonics teaching, physical CP activities, adult led activities, modelled examples, writing frames). To write CVCC words. 8.2 (phonics teaching, physical CP activities, adult led activities, modelled examples, writing frames). To break up speech into written words.8.3 (build up using post it notes, flash cards, talking tins, hold a sentence).</p> <p>To write a simple caption/sentence or phrase. 8.4/8.5 (Dictated sentences, speech bubbles).</p> <p>To begin to separate words in a sentence/phrase or caption using a finger space. 8.6 (modelled, adult led, finger space prompts). To write a wider range of red/tricky words 8.8 (phonics/guided reading teaching, physical CP activities, adult led activities, modelled examples, writing frames, word hunts). To re-read what has been read with an adult. 8.7 (practice, rehearsing, recognising red words and taught phonemes).</p>	<p>To be able to write the letters of the alphabet 9.1 To be able to match the letter to the sound 9.1. To introduce upper case letters. 9.1 To match upper and lower case. 9.1 (taught through a range of medias and provision). To spell all taught red/tricky words. 9.2 (phonics/guided reading teaching, physical CP activities, adult led activities, modelled examples, writing frames). To write a wide range of words using taught phonemes. 9.2 (phonics/guided reading teaching, physical CP activities, adult led activities, modelled examples, writing frames).</p> <p>To write simple sentences that can be read by others. 9.3 (phonics/guided reading teaching, physical CP activities, adult led activities, modelled examples, writing frames).</p>
<p>M N</p>	<p>Awaiting TMPF Maths Leaders input</p>		
<p>M NP</p>			
<p>M SSM (non statutory)</p>			

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<p>UW PP</p>	<p>To learn about different festivals. (7.1) Teach the children about a range of festivals (linked to the season). To experience a range of festivals (7.1) Provide opportunities for the children to manipulate objects linked to a range of festivals e.g. clay to make diya lamps, weave bamboo to make wreaths, cut foods. To learn about different occupations and how they help us (7.2) Provide opportunities for the children to learn about different occupations through stories, visits and role play. To understand the difference between past and present. (7.3) Teach the children to sort images of past and present events e.g. them as a baby and now. To understand changes with real life examples (7.4) Provide the children with opportunities such as melting chocolate, ice, exploring autumn leaves, play doh. To name the four seasons. (7.5) To observe and explain changes in seasons. (7.5) Provide the children with opportunities to explore the seasons e.g. walks, outdoor sessions, photos, film clips etc.</p>	<p>To develop understanding and use of time vocabulary (8.1) Teach, model and give opportunities to use language related to time e.g. today, later, tomorrow, etc. To compare past and present occupations and objects. (8.2) Provide opportunities for the children to explore objects linked to different occupations. To compare and contrast characters from stories involving different occupations. (8.3, 8.4) Through stories and non-fiction texts explore how occupations have changed over time e.g. how technology now impacts most occupations. To explore seasonal changes (8.5) Provide the children with opportunities to observe seasonal change in their immediate environment. Provide the children with opportunities to physically explore the seasons, for example planting spring bulbs.</p>	<p>To compare two the roles of people in society. (9.1) Provide the children with opportunities to compare how different roles and occupations can be similar and different within their local community. To understand how they fit into their community. (9.1) Encourage discussion about what role's they can play in society? Talk about aspirations, what would they like to be when they are older? To reflect on an event in their lives. (9.2) Provide the children with opportunities to express and talk about something that has happened in their past. To compare an object or person from the past to the present day (9.2). Teach the children about people who have had a key role in the past, for example a famous figure. To understand the past through settings, characters and events. (9.3) Provide opportunities for the children to access stories, non-fiction texts and physical objects from the past and present.</p>
<p>UW PCC</p>	<p>To learn about different settings and communities (7.1) To share images of different settings using a range of media i.e. photos, film clips, books, small world To recall personal experiences. (7.1) Encourage the children to talk about their day, what they did at the weekend, in the holidays, etc. Home school diaries could be used to facilitate conversations To learn about different families. (7.2) Teach the children about the names and roles of family members through a range of media e.g. photos, film clips, stories, small world. Ensure a diverse range of family types are explored. To learn about their immediate community. (7.3) Provide the children with opportunities to explore the school grounds. Provide the children with the opportunities to share photos and talk about their immediate community. To learn that some places are special in their local community. (7.4) Teach the children about special places they might find locally for example religious buildings, the cenotaph, etc. To learn about different environments. (7.5)</p>	<p>To compare different settings and environments. (8.1) To share images of different settings and environments using a range of media i.e. photos, film clips, books, small world – encourage the children to talk about how they are similar/ different. To learn that our world is made of lots of different countries. (8.2) Show the children a globe. Explain this is planet earth where we live. Show where we live. Point out and name some of the different countries. To learn that some countries are different to where we live. (8.3) Using non-fiction texts, stories, film clips, photos explore two contrasting countries. To compare life in two different countries. (8.3) Using non-fiction texts, stories, film clips, photos explore what everyday life is like in two contrasting countries. To learn about different festivals and celebrations. (8.4) Provide the children with opportunities to learn about and experience a range of festivals and celebrations (linked to the season) To learn about the purpose of a simple map. (8.5)</p>	<p>To be able to describe their immediate environment in some detail using a rich vocabulary range (9.1) To compare settings and environments drawing on their previous learning and experiences. (9.1) Encourage the children to use a rich vocabulary range building on their prior learning to talk about how environments are similar/ different. To be able to compare different religions and cultures within their community. (9.2) Provide the children with opportunities to share their knowledge about different religions and cultures, this could be through role play, art, music or spoken language. To be able to talk about life in different countries, explaining what is similar and what is different. (9.3) Provide the children with opportunities to share their knowledge about different countries, this could be through role play, small world activities, art, music or spoken language.</p>

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	<p>Teach the children about a range of different environments by using a range of media i.e. photos, film clips, books, small world, this would link to different seasons/ climates.</p>	<p>Provide opportunities for the children to explore, use and create a simple map. This could be linked to a story or role play opportunity</p>	
<p>UW TNW</p>	<p>To talk about the main features of plants. (7.1/7.2) Identifies main features such as leaf, stem, flower, petals, roots, seeds. Notices colour, shape, size, and texture (e.g. "This flower is pink and has soft petals"). May begin to associate features with function (e.g. "The roots help it stay in the ground").</p> <p>To talk about the main features of animals. (7.1/7.2) Identifies features like fur, feathers, scales, beak, tail, wings, claws, fins, legs. Notices similarities and differences between animals (e.g. "This one has a long neck, that one doesn't"). May begin to link features to use (e.g., "The duck has webbed feet to swim").</p> <p>To understand the need to respect and care for the natural environment (7.3) Identifies features like trees, plants, animals, soil, weather, and water sources. Begins to understand how actions (e.g. littering, picking flowers, disturbing habitats) affect the natural world. Observes pollution, damage, or seasonal changes in the environment and talks about them. Learns about reusing, recycling, and reducing waste through simple activities.</p> <p>To understand the need to respect and care for all living things(7.3) Identifies animals, plants, and people as living things that need care. Knows that living things need food, water, shelter, and care to survive. Begins to understand that picking flowers, littering, or hurting animals has consequences.</p> <p>To understand the five senses (7.4) Names the five senses: sight, hearing, smell, taste, and touch. Begins to understand which sense is linked to which body part (e.g., "I see with my eyes"). Understands that senses help us learn about and stay safe in the world (e.g., hearing a loud noise, feeling heat). Engages in sensory play</p>	<p>To talk and sort plants based on their features (8.1) Recognises simple features like leaf shape, flower colour, size, stem type, presence of thorns or fruit. Groups plants by visible features (e.g., all plants with flowers, all plants with big leaves). Begins to distinguish between types like trees, flowers, shrubs, or vegetables. Expresses curiosity, e.g., "This one has a big leaf," or "These flowers are yellow."</p> <p>To talk and sort animals based on their features (8.1) Identifies simple characteristics (e.g., fur, feathers, wings, number of legs, tails, scales). Groups animals based on visible features (e.g., animals that swim, have fur, can fly). Starts using simple categories like farm animals, pets, wild animals, sea animals, or birds. Shows curiosity and makes comments like "That one has sharp teeth" or "This one can fly."</p> <p>To record observations of plants through drawing and labels (8.2) Observes features like leaves, stems, flowers, and roots. Notices changes over time (e.g., "The flower has opened!" or "It's growing taller"). Uses words like "leaf," "flower," "stem," "petal," "green," "grows," and "plant." Asks questions about what they see (e.g., "Why is the leaf falling off?").</p> <p>To record observations of animals through drawing and labels (8.2) Observes animals closely, noticing details such as colour, size, number of legs, fur/feathers/scales. Begins to talk about similarities and differences between animals (e.g., "This one has wings, that one doesn't"). Shows curiosity and asks questions like "Why does it have big ears?" or "What does it eat?"</p>	<p>To draw and label pictures of plants in the natural environment Take out clipboards, children draw what plants/trees they see. Use chalk on the playground, create pictures using natural resources. (9.1)</p> <p>To draw and label pictures of animals in the natural environment (9.1) Take out clipboards, children draw what animals they see. Use chalk on the playground, create pictures using natural resources.</p> <p>To explain some similarities and differences in the natural world (9.2) Provide opportunities for the children to access stories, non-fiction texts and physical objects.</p> <p>To compare and contrast environment using a wide vocabulary (9.2) Provide opportunities for the children to access stories, non-fiction texts and physical objects.</p> <p>To use a wide range of vocabulary when explaining the changing seasons (9.3) Provide the children with opportunities to share their knowledge – record them as if they are presenting a TV show</p> <p>To use a wide range of vocabulary when explaining changing states of matter (9.3)</p>

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	<p>and describes what they notice using appropriate language.</p> <p>To understand the effect of changing seasons on the natural world around them (7.5) Notices differences in weather, daylight, temperature, and natural surroundings (e.g., leaves changing colour, flowers blooming, snow). Understands that seasons happen in a cycle and bring different changes. Notices how plants grow or die back, how animals behave differently (e.g., hibernation, migration).</p> <p>To explore materials with similar properties (7.6) Recognises when different materials share features (e.g., all are soft, all are shiny). Sorts materials into simple groups based on shared characteristics like texture, colour, or hardness. Tests how materials with similar properties respond to touch, bending, or squeezing.</p> <p>To explore materials with different properties (7.6) Touches, feels, and manipulates a variety of materials (e.g., wood, metal, fabric, plastic, water). Begins to observe and describe how materials differ (e.g., hard/soft, rough/smooth, heavy/light, flexible/rigid). Uses sight, touch, and sometimes hearing or smell to explore material properties.</p> <p>To identify different types of force (7.7) Notices when objects are pushed, pulled, or dropped. Begins to distinguish between simple forces like push and pull. Understands that different forces cause objects to move differently.</p> <p>To explore different forces (7.7) Notices how objects move when pushed, pulled, or dropped. Begins to understand that actions (forces) cause changes in movement or position. Uses words like "push," "pull," "fast," "slow," "stop," "start." Predicts what might happen when force is applied and observes outcomes.</p>	<p>To understand the key features of a life cycle of a plant (8.3) Watching real plants or using time-lapse videos to observe changes over time. Drawing or labelling diagrams to show stages of the life cycle. Posing scientific questions about how and why plants change at each stage.</p> <p>To understand the key features of a life cycle of an animal (8.3) Recognising that animals grow and change in stages (e.g., birth, growth, reproduction, death). Identifying key processes such as metamorphosis (e.g., in butterflies or frogs), reproduction, and growth. Understanding that life cycles differ between types of animals (e.g., mammals vs. insects or amphibians). Looking at diagrams, videos, or real-life examples to identify changes at each stage. Sequence life cycles.</p> <p>To identify different environments and locations (8.4) Identifying and locating the two environments on a map or globe.</p> <p>To talk about the similarities and differences of two different environments/ locations (8.4) Recognising features such as climate, buildings, or land use. Understanding how natural and human factors shape different places. Noticing and articulating both similarities (e.g. both have rivers) and differences (e.g. one is a desert, one is a rainforest).</p> <p>To understand the effect of changing seasons in a contrasting environment (8.5) Identifying and describing the characteristics of different seasons (e.g., weather, daylight, temperature), Exploring how seasonal changes affect landscapes, plants, animals, and human activities (e.g., farming, clothing, festivals), using subject-specific vocabulary to describe changes (e.g., migration, monsoon, hibernation, dry season).</p> <p>To confidently talk about the differences in features of materials</p>	<p>Provide the children with opportunities to share their knowledge – record them as if they are presenting a TV show. Using accurate and appropriate terms</p>
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		<p>(8.6) (Identify and describe physical properties (e.g. texture, hardness, flexibility, transparency, absorbency).</p> <p>To explore how materials can change (8.7)</p> <p>Melt ice, melt chocolate, dissolving sugar in water, play doh – stretching, bending, twisting etc, mixing flour and water.</p>	
<p>EAD CM</p>	<p>Create collaboratively (7.1) Create a large-scale model, painting or collage with another child or in a small group. To co-construct structures or imaginative play scenes. To share tools and materials with others. To take turns listening to others and problem solving. Join different materials in a variety of ways (7.2) To use Gluing, cutting, taping, folding, tying methods to join materials. To choose appropriate joining methods (glue, taping, stapling, threading, tying, folding, slotting, using split pins, paper clips or fasteners. To connect construction materials eg lego blocks etc To design and construct their ideas. Explore a variety of tools and techniques (7.3) Select appropriate tools for cutting, joining, shaping, and assembling Use paintbrushes, sponges, and rollers to apply paint. Explore different media, clay, junk modelling, natural materials, weaving. Experiment with techniques, printing, rubbing, collage, marbling, weaving to create artwork. Use glue, tape, split pins, hole, punches, string, and scissors effectively. Use shapes to represent objects in drawing (7.5) Use drawing to represent objects and ideas from their imagination. Choose shapes purposefully when drawing eg circle for a head etc Draw with detail (7.6) Develop their own ideas and decide which techniques to use.</p>	<p>Use a range of tools and techniques (8.1) Select appropriate tools for their purpose eg a paintbrush for detail, roller for big area. Use different techniques printing, collage, weaving and folding. Combine techniques to create detailed work. Use drawing to represent movement (8.2) Learn that physical action changes the result eg fast strokes = longlines, circles = wrist/arm movement. Explore a variety of Artistic effects (8.3) Make dots, lines, swirls, dashes with different pressures and motions. Build on previous learning and develop how to represent them (8.4) Ask open questions and talk about what they did before. Children have access to similar materials and activities. Use picture cards to help children label their drawings. Create collaboratively sharing ideas, resources and skills (8.5) Talk and listen to others. Take turns in conversation Negotiate roles and decisions. Understand the need to share tools, materials and space. Learning patient and respect when waiting. Respond to peers' contributions Combine their ideas to create something new. Show empathy and understanding. Talk to others in depth about what they have created and how they have achieved this (8.6) Sequence ideas logically First I ... Use descriptive language about colours, shapes and textures. Use props and materials to act out simple stories (8.7)</p>	<p>Safely use a variety of materials (9.1) Model safe use of tools. Provide visuals near materials. Provide age-appropriate tools. Highlight when children make good choices. Explain the processes they have used (9.2) Children talk about what they did. Children talk about how they did it. Say why they chose to do it that way. Use props and materials in role play (9.3) Using materials for an object eg block as a phone Use real objects to support their play and act out roles.</p>

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	<p>Represent people, objects and events with increasing accuracy. Add detail to their drawing eg fingers, hair Explore colours and shapes to reflect what they see. Explore colour mixing for a purpose (7.6) Use different materials to explore colour. Know colour can change when mixed together eg red + yellow= blue. Mix primary colours to make secondary colours. Mix shades of the same colour. Choose which colours to put together for effect Use colour to express feelings. Talk about what they have created (7.7) Use simple sentences to describe what they have made. Express their feelings and ideas about their work. Use talk to explain the process. Show pride and confidence in sharing what they made. Use different materials for a purpose (7.8) Select materials to have a desired effect. Develop ideas and plan for what they want to create. Combine materials in new ways eg collage, construction, mixed media.</p>	<p>Use puppets to retell stories. Use fabric, boxes and sticks to retell events in stories. Use a scarf as a magic cape or a box as a car.</p>	
<p>EAD BIE</p>	<p>To create small worlds from provided resources. (7.1) Use natural resources and figures to create jungles, zoo's etc Use imagination to give meaning to the materials eg this stone is a dragon egg. To begin to show emotions in their pictures. (7.2) Drawing facial expressions eg smiles and frowns. Use colour to represent emotions eg red for anger, blue for sadness Draw to express their feelings. To listen and respond to music. (7.3) Sing familiar songs and rhymes. Add actions and movement to a song (Harvest) Share their response to music. Move to the pulse of the music. To watch and respond to dance and performance art. (7.4) Remember and repeat actions. Explore body parts and how they move. Explore direction and level. To sing aloud matching pitch and melody. (7.5) Recognise high and low sounds. Explore changes in pitch.</p>	<p>To create collaboratively. (8.1) Co-creating a painting, sculpture or collage. Working together to build a model or small world. Making props or scenery for group role play or story. To show a range of emotions in their pictures. (8.2) Draw people with expressive facial features e.g. happy, sad etc. Using colour or shapes to reflect mood e.g. dark colours for sadness etc. Telling emotional stories through images e.g. this is me when I was scared etc. To play alongside others who are engaged in the same theme. (8.3) Observe or copy what others are doing in play. Use similar resources or ideas without direct interaction. Begin to say their ideas in a shared theme. Transition to co-operative play. To act out a narrative. (8.4) To begin to create or change a familiar narrative. (8.5) Retell known stories.</p>	<p>To invent, adapt and recount narratives with peers and teachers. (9.1) Invent their own stories and characters. Adapt well known tales eg change the characters Retell stories they have heard adding their own ideas. To sing a range of nursery rhymes and songs. (9.2) Sing a range of songs and rhymes. Sing short songs and melodies in small groups. To perform with others and if appropriate move in time with music. (9.3) Children select instrumental sounds. Play instrumental sounds for a purpose. Explore the effects of combining sounds. Copy, repeat and explore actions in response to a theme. Express feelings and and respond to music with dance. To perform a song and dance.</p>

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	<p>Sing short songs and melodies. To add a storyline to pretend play. (7.6) Embed a narrative into their pretend play. Children use a sequence of events eg beginning, middle and end. To engage in music making and dance. (7.7) Use different voices to sing songs. Create simple actions. Sing familiar songs and rhymes. Copy simple sound and movement patterns. To begin to perform solo or in a group. (7.8) Perform well known songs (Harvest) Use different voices to sing songs as a group. Create simple actions.</p>	<p>Change parts of the story. Create their own version of a story. To perform solo or in a group. (8.6) Sing a range of familiar songs and rhymes (Easter) Begin to recognise the structure of a song. Recall simple sound sequences. Respond with movement and music and expression of how it makes them feel. To initiate combinations of movements in response to feelings, ideas and experiences. (8.7) Copy, repeat and explore actions in response to a theme. To explore and remember actions.</p>	
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