



# EYFS Curriculum Policy

Date Approved: March 2025

Date for Review: March 2026

Approved By: Senior Leadership Team



Our **integrity** based curriculum starts right from the Early Years:

- **Integrity** of sound Early Years practises that provide essential, foundational child-led learning experiences that are steeped in opportunities to experiment and develop rich language skills.
- **Integrity** of our commitment to teaching, supporting and strengthening the Prime Areas of learning, specifically Communication and Language.
- **Integrity** of providing a purposeful, themed approach to the curriculum that is bespoke and responsive to the needs of our children and our community.
- **Integrity** of progressive content that is appropriate for each age and stage of development across the Foundation Stage; using the 'stay in your lane' approach to encourage depth of learning and minimal learning gaps.
- **Integrity** of introducing our school values thoroughly, to begin the journey of nurturing informed, caring and healthy humans.
- **Integrity** of providing in Early Years the building blocks of learning and vocabulary needed to access the Key Stage 1 curriculum successfully.

**Why do we use a theme approach in our Foundation Stage?**

- A theme approach allows us to introduce and explore language in meaningful contexts, using planned and progressive vocabulary that is woven through real life experiences.
- A theme approach allows us to plan and revise the implementation of our delivery on a half termly basis in response to the question, *'What do our children need to learn now?'*
- A theme approach allows practitioners freedom to amend learning experiences 'in the moment' to ensure learning is relevant, stimulating and purposeful.
- A theme approach allows us to respond to cohort and community specific needs by adapting focus content when necessary and celebrating diversity.
- A theme approach allows us to facilitate the introduction of our school values in a natural way, through hands on experiences, where children are involved in their own decision making and guided by the principles of our values.

**Why does Communication and Language matter in our Foundation Stage?**

- Early language development and communication skills are recognised as primary indicators of child wellbeing, due to the link between language and other social, emotional and learning outcomes.
- Language contributes towards a child's ability to; manage emotions, communicate feelings, establish and maintain relationships, think symbolically and learn to read and write.
- Effective communication is underpinned by the two foundational skills of listening and understanding. Supporting children to interpret different spoken sounds, by listening and tuning in, enables them then to develop the process of understanding what is being communicated to them in order to comprehend ideas and vocabulary, and to navigate successful social interactions.
- Without timely intervention in this Prime Area, children and young people are at risk of poor outcomes across their life course.

**How does our indoor learning environment enhance children's learning?**

- Our home style environment supports children's self-regulation as they are able to relax, explore and play among familiar objects that promote curiosity and a deep level learning of the world around them.
- Cozy nooks are created to enhance the sense of a nurturing 'home' environment, through which children feel safe to independently explore and tolerate their own mistakes.
- Resources and activities are set up to look 'incidental' and part of the 'home' environment and are situated logically to promote purposeful play. For example, construction resources might be placed in the Home Corner rather than in an exclusive area.

- Irresistible and high-quality activities and resources are used to guide, support and strengthen children's communication and language skills. We prioritise maintaining the environment and making timely changes to ensure that children continue to develop new vocabulary and practice key speech and language skills.
- Dim lighting and muted backing paper, such as brown postage paper, on display boards is used to support children's concentration and brightly coloured, plastic toys and resources are used minimally in the environment.

### **How does our outdoor learning environment enhance children's learning?**

- Our outdoor environment gives children the freedom to explore different ways of 'being', feeling, behaving and interacting; they have physical, mental and emotional space; they have room and permission to be active, interactive, messy, noisy and work on a large scale where they may feel less directed by adults.
- Outdoors is a dynamic, flexible and versatile place where children can choose, create, change and be in charge of their play environment. The space itself as well as resources, layout, planning and routines are versatile, open-ended and flexible to maximise their value to the child.
- Our outdoor provision offers children many opportunities to experience the real world, have first-hand experiences, do real tasks and do what adults do, including being involved in the care of the outdoor space.
- Our provision for learning outdoors is responsive to the needs of very active learners; those who need gross sensory stimulation or space away from others. Outdoors is a vital learning environment to ensure our provision is inclusive.
- Our outdoor provision provides real contact with the elements, seasons and the natural world, the range of perspectives, sensations and environments and the daily change, uncertainty, surprise and excitement all contribute to a special and deeply engaging learning experience.

### **How is our curriculum organised?**

#### **Little Acorns (2-year-old provision)**

- Planned half termly vocabulary.
- Daily carpet time to support the learning of key vocabulary.
- Daily singing and stories.
- Weekly Forest Learning experience.
- Learning environments that are immersed in key vocabulary in the form of tangible objects and opportunities to manipulate objects i.e. push, pull, jump.

#### **F1**

- Planned daily vocabulary centered themed experiences.
- Daily access to outdoor provision.
- Daily singing and stories.
- Weekly Forest Learning experience.
- Weekly cooking experience.
- Weekly parent event (Family Friday).
- Learning environments that are set up daily to purposefully strengthen the Prime Areas, with an emphasis on Communication and Language, to provide children with the opportunity to apply vocabulary introduced in the themed experiences.

#### **F2**

- Planned daily vocabulary centered themed experiences.
- Daily access to outdoor provision.
- Daily singing and stories.
- Weekly RE and PE taught as discreet subjects. Our RE curriculum reflects global celebrations throughout the year and is therefore relevant and purposeful.

- Learning environments that are set up daily to purposefully strengthen the Prime Areas, with an emphasis on Communication and Language, to provide children with the opportunity to apply vocabulary introduced in the themed experiences.
- Half termly Values Days exploring each of our key school values in turn, to underpin our overall curriculum.

## How is our curriculum planned and delivered?

### Little Acorns

- The **Little Acorns Planned Vocabulary Overview** is used by adults to plan the learning environment and weekly focused activities.
- Texts are chosen carefully to extend and stimulate vocabulary and sentence building.

### F1 and F2

- Our themed curriculum has the following key documents that ensure breadth of coverage and progression across the Foundation Stage:
  - Theme Curriculum Overviews
  - EYFS Long Term Theme Coverage
  - EYFS Progression Mapping Across the Seven Areas of Learning
  - FS2 RE Overview
  - EYFS to Year 1 FOSS Progression Mapping
  - EYFS to Year 1 Vocabulary Progressive Overview
- The EYFS Long Term Theme Plans detail vocabulary that ensures appropriate progression from F1 to F2, and is used to select appropriate language to enhance learning themes. The chosen vocabulary becomes our overarching learning objective for each learning experience. The content for each learning experience is then mapped out for the half term and practitioners plan experiences to support the teaching of the chosen vocabulary in many different contexts.
- There are six different themes across the year, one per half term. Themes are chosen according to what the children need to learn, but also reflect the seasons and celebrations or events at different times of the year. This supports natural and more meaningful learning experiences, where the vocabulary introduced is more likely to be heard beyond the classroom, enabling children to make links and deepen their learning.
- High quality, enabling and irresistible indoor and outdoor learning environments provide the backbone of our curriculum. Frequently changed activities and resources are chosen to support the planned learning theme across all areas of the EYFS and to be in tune with the children's current fascinations.
- Quality adult-child interactions provide essential scaffolds to children's learning by giving them just enough help to achieve something they cannot do independently; supporting them to think, discuss and plan ahead. Practitioners spend time listening to children and having conversations with them to develop communication and move learning on through highly skilled communication strategies.
- Quality texts are used to provide extra stimulus to support each learning theme and are read to the children frequently during the half term.
- Our focus on a progressive program of songs and rhymes, delivered alongside Makaton signs, offers the children a creative way to explore the structure of spoken language, sounds and patterns, and widen their growing vocabulary.

### How is our curriculum assessed?

- Children's assessment profiles at this stage in their development can be very spiky and small gaps can open and close continually as they learn and develop. Our assessment process is about identifying *significant gaps* in children's learning, where extra support is needed to make expected progress.
- Practitioners assess children's learning continually through a process of observations and interactions. 'In the moment', as well as more strategic decisions, are made to adapt learning experiences according to key gaps that are noticed.
- Observation Checkpoints from Development Matters are used to notice whether a child is developing *significant gaps*. Adults then make decisions about what sort of extra help is needed. This is a formative process and spending time with the children is at the heart of this form of assessment. Development Matters guides, but does not replace, practitioner's judgements.
- Summative Assessments take place at the end of each term. Teachers and Key Persons assess whether a child has '*significant gaps*' or '*no significant gaps*'. These judgements then inform to strategic decisions, future planning and use of resources.
- Working closely with parents and carers is also key to our assessments. Through sensitive dialogue with families, adults in school can understand individual children's needs better, allowing for appropriate support to be put in place where necessary.
- The formal assessment tool WellComm is used to specifically screen children's communication and language skills when they enter F1 and is repeated termly as needed.

### How is our curriculum shared with parents?

- A strong and respectful partnership with parents sets the scene for children to thrive in the Early Years and beyond. We aim to know and understand all children and their families and give them clear information linked to learning and progress.
- During each transition point, a Curriculum Overview is shared with parents.
- At the beginning of each half term, Curriculum Newsletters are sent home detailing learning and experiences that will take place over the coming weeks.
- At the beginning of each term, parents are invited to Termly Learning Celebrations to share children's successes and progress.
- Each term, parents are invited to 'Seeing is Believing' events linked to the learning theme that is taking place.

### How is our curriculum progressive across the Foundation Stage and into Key Stage 1?

- In our 2-year-old provision (Little Acorns) the curriculum centers around exposure to core vocabulary, and a commitment to closing the language gap as early as possible for our disadvantaged children, to enable a successful transition into F1.
- Children in F1 and F2 both approach learning through themed curriculums and through content that is carefully planned to build on experiences from one year to the next, and to foster an initial curiosity and creativity around learning.  
In F1, the bulk of the learning content focusses children on their immediate environment and establishing a sense of self.
- In F2, children begin to consider the wider world more, their connection with others and consideration of ideas beyond what is tangible.
- Visible progression can be seen in adaptations made to the different learning environments throughout the Foundation Stage, reflecting the children's growing independence at each stage and their appropriate age specific learning experiences.

- Progressive vocabulary is purposefully planned throughout the Foundation Stage, repeating at times to allow for secure consolidation and application, appropriate to each age range. This allows for essential building blocks between Early Years and Key Stage 1 to be established, through sound understanding of key subject specific vocabulary that enables successful transition to the demands of the National Curriculum.
- Early Years Foundation Subjects and Science (FOSS) Progression Mapping ensures the development of specific key skills and knowledge found within the Early Years curriculum that are considered precursors to learning within Key Stage 1. These elements, however, are never used as the primary example of preparation for individual academic subjects.
- In the Early Years, essential foundations are laid to explore and develop our school values, providing a bridge into Key Stage 1, so children begin Year 1 being able to consider our values in more depth as they enter a new phase of maturity.

### **How is our curriculum monitored?**

- At the end of each learning theme, we gather together as an Early Years partnership to focus on successes and areas for development. We consider the impact of the texts used, the chosen vocabulary and the individual learning experiences.
- Quality Assurance activities are carried out each half term by the Foundation Leader and findings are shared in a timely manner individually, as a team or as a partnership as appropriate.
- Subject Specialists review how their subject is represented in the Early Years, and bridges successfully into Key Stage 1, at least every two years as part of their Spotlight Quality Assurance activities.

**Little Acorns – Planned Vocabulary Overview**

<b>Animals</b>	<b>Vehicles</b>	<b>Body/self</b>	<b>Household</b>	<b>Clothing</b>	<b>Food</b>
Dog Cat Bird Rabbit Horse Cow Fish Pig Duck Chicken Hedgehog Monkey Elephant Crocodile Tiger	Car Bus Aeroplane Train Fire engine Tractor Boat	Nose Mouth Eyes Foot Ear Toes Fingers Hand Hair Tummy	Cup Keys Bath Telephone Plate Clock Bed Spoon Door Toothbrush Hairbrush Chair Stairs Blanket	Hat Shoe Sock Gloves Coat Trousers Jumper Pants	Banana Apple Orange Strawberry Pear egg Carrot Broccoli Potato Milk Juice Water
<b>Insects</b>	<b>Toys</b>	<b>Seasons</b>	<b>People</b>	<b>Christmas</b>	<b>Colours</b>
Ladybird Spider Butterfly Bumble Bee Worm Frog	Book Ball Teddy Bear Dolly/Baby Dinosaur Balloon Bubbles	Flower Grass Leaf Tree Sun Rain	Mummy Daddy Baby	Christmas Elf Presents Star Santa Reindeer Snow	Yellow Red Blue Green Black White
<b>Verbs</b>		<b>Adjectives</b>		<b>Functional</b>	
Kiss Eat Drink Hug Dance Walk Wash Cry Tickle Blow Play Get Look Bring Splash Ride Slide Clap Wriggle Shake Bang	Swing Fall Hit Wipe Catch Climb Run Jump Kick Clean Drive Swim Push Sing Pull Pour Dig Cut Pop Cook Carry Fix	Shiny Sticky Loud Quiet Big Little Long short Dirty Clean Fast Slow Hot Cold Spotty Stripy Happy Sad Angry Heavy Wet Dry	More Finish Help Yes No Stop Wait Sit Stand Close Show Hold Watch	Put Touch Give Open Bring Hello Goodbye Sorry All gone On Off Up Down Broken	

Theme Curriculum Overviews

	<p><u>Autumn 1</u> <u>Ourselves</u> Our Families, Making Friends, Exploring School, Our Feelings</p>		<p><u>Autumn 2</u> <u>Our Community</u> Harvest Christmas Being Kind Helping Others Community Heroes</p>
	<p><u>Summer 2</u> <u>Keeping Safe</u> Holidays Sun Safety Road Safety Following Instructions People Who Help Us</p>	<p><b>F1 Learning Overview</b> This overview shows the learning themes that will be covered by your child this year. All learning builds around the children's interests with a central focus on vocabulary</p>	
			<p><u>Spring 1</u> <u>Our World</u> Winter Day and Night Land and Sea Space</p>
	<p><u>Summer 1</u> <u>New Life</u> Mini Beasts Planting Growing Spring</p>	<p><u>Working Together</u> Family Friday Termly Seeing is Believing</p>	
		<p><u>Spring 2</u> <u>I Wonder...</u> Science Investigations, Observing Changes to Materials, Asking Questions, Making Predictions</p>	



Autumn 1  
Ourselfs  
Families, Making Friends, Starting School, Exploring Feelings



Autumn 2  
Our Community  
Harvest  
Christmas  
Being Kind  
Helping Others  
Community Heroes



Summer 2  
Keeping Safe  
Holidays  
Sun Safety  
Road Safety  
Stranger Danger  
People Who Help Us

**F2 Learning Overview**  
This overview shows the learning themes that will be covered by your child this year. All learning builds around the children's interests with a central focus on vocabulary



Spring 1  
Our World  
Our Local Community  
Comparing Countries  
Chinese New Year  
Exploring Different Cultures



Summer 1  
New Life  
Mini Beasts  
Planting  
Growing  
Spring

**Exciting Events**  
Trip to White Post Farm



Spring 2  
I wonder...  
Science Investigations, Observing Changes to Materials, Asking Questions, Making Predictions

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EYFS Long Term Theme Coverage

F1	Autumn 1 Ourselves	Autumn 2 Our Community	Spring 1 Our World	Spring 2 I Wonder...	Summer 1 New Life	Summer 2 Keeping Safe
<b>The Big Picture</b>	Talking about feelings. Talking about home. Identifying a sense of self.	Acknowledging others. Being Kind Environmental changes	Seasonal Changes Land and Sea Earth, moon and stars	Notice changes to materials. Become aware of senses through observation and talk.	Growth and change	Identifying key people in the community Road Safety Sun Safety
<b>DM Focus</b>	<b>C&amp;L:</b> Understand a question or instruction that has two parts.	<b>C&amp;L:</b> Understand a question or instruction that has two parts.	<b>C&amp;L:</b> Use longer sentences of 4-6 words.	<b>C&amp;L:</b> Use longer sentences of 4-6 words.	<b>C&amp;L:</b> Begin to understand 'how' and 'why' questions.	<b>C&amp;L:</b> Begin to understand 'how' and 'why' questions.
	<b>PSED:</b> Show more confidence in new social situations.	<b>PSED:</b> Show more confidence in new social situations.	<b>PSED:</b> Increasingly follow rules, understanding why they are important	<b>PSED:</b> Increasingly follow rules, understanding why they are important	<b>PSED:</b> Help to find solutions to conflicts and rivalries	<b>PSED:</b> Help to find solutions to conflicts and rivalries
	<b>PD:</b> Continue to develop their movement skills	<b>PD:</b> Continue to develop their movement skills	<b>PD:</b> Collaborate with others	<b>PD:</b> Collaborate with others	<b>PD:</b> Use a comfortable grip with good control when holding pens/pencils	<b>PD:</b> Use a comfortable grip with good control when holding pens/pencils
	<b>UTW:</b> Begin to make sense of their own life-story and family's history	<b>UTW:</b> Begin to understand the need to respect and care for the natural environment and all living things	<b>UTW:</b> Talk about the differences between materials and changes they notice.	<b>UTW:</b> Talk about what they see, using a wide vocabulary.	<b>UTW:</b> Plant seeds and care for growing plants	<b>UTW:</b> Show interest in different occupations
	<b>EAD:</b> Explore different materials freely	<b>EAD:</b> Develop ideas and then decide which materials to use to express them	<b>EAD:</b> Explore colour and colour mixing	<b>EAD:</b> Join different materials and explore different textures	<b>EAD:</b> Draw with increasing complexity and detail.	<b>EAD:</b> Show different emotions in their drawings or paintings
<b>Vocabulary</b>	happy, sad, friend, house, home.	cold, warm, leaves, trees, kind, help, weather, hot, cold, freezing, give, share	dark, light, night, day, freeze/ing, warm, melt/ing, float/ing, sink/ing, boat, land, sea, earth, moon, planets, space	see, hear, feel, smell, touch	seed, soil, pot, water, flower	fireman, policeman, nurse, doctor, road, shop, safe, help
<b>Linked Texts</b>	The Colour Monster We've All Got Bellybuttons	The Enormous Turnip On a Long, Dark Night	One Winter's Day Whatever Next!		A Seed in Need The Very Hungry Caterpillar	Mr Gumpy's Outing Mr Gumpy's Motor Car
<b>Enhancements</b>	Photographs from Home	Autumn Stay & Play Christmas Event		Easter Bonnet Parade Mother's Day		Father's Day Sports Day

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F2	Autumn 1 Ourselves	Autumn 2 Our Community	Spring 1 Our World	Spring 2 I Wonder...	Summer 1 New Life	Summer 2 Keeping Safe
<b>The Big Picture</b>	Adjusting to a new school/space. Acknowledging feelings. Acknowledging difference	Celebrating community events e.g bonfire night Kindness and giving Environmental changes	Expand thinking beyond the immediate environment. Wider world and diversity	Asking questions. Making observations. Communicating what we see Cause and effect	Planting Growth Simple Life Cycles Environmental observations	Making safe choices Following instructions and staying safe in different environments.
<b>DM Focus</b>	<b>C+L:</b> Understand how to listen carefully and why listening is important.	<b>C+L:</b> Understand how to listen carefully and why listening is important	<b>C+L:</b> Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen	<b>C+L:</b> Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen	<b>C+L:</b> Use new vocabulary through the day	<b>C+L:</b> Use new vocabulary through the day
	<b>PSED:</b> Express their feelings and consider the feelings of others	<b>PSED:</b> Express their feelings and consider the feelings of others	<b>PSED:</b> Think about the perspectives of others	<b>PSED:</b> Think about the perspectives of others	<b>PSED:</b> Show resilience and perseverance in the face of challenge	<b>PSED:</b> Show resilience and perseverance in the face of challenge
	<b>PD:</b> Further develop the skills they need to manage the school day successfully - lining up and queuing, mealtimes, personal hygiene	<b>PD:</b> Further develop the skills they need to manage the school day successfully - lining up and queuing, mealtimes, personal hygiene	<b>PD:</b> Develop their small motor skills so they can use a range of tools competently	<b>PD:</b> Develop their small motor skills so they can use a range of tools competently	<b>PD:</b> Combine different movements with ease and fluency	<b>PD:</b> Combine different movements with ease and fluency
	<b>UTW:</b> Talk about members of their immediate family and community	<b>UTW:</b> Understand that some places are special to members of the community	<b>UTW:</b> Recognise some similarities and differences between life in this country and life in other countries.	<b>UTW:</b> Describe what they see, hear and feel	<b>UTW:</b> Explore the natural world around them; Understanding the effects of changing seasons	<b>UTW:</b> Understand the effect of changing seasons on the natural world around them
	<b>EAD:</b> Explore different ways to make joins and other basic techniques.	<b>EAD:</b> Explore, use and refine a variety of artistic effects	<b>EAD:</b> Watch and talk about dance and performance art	<b>EAD:</b> Return to and build on their previous learning	<b>EAD:</b> Create collaboratively, sharing ideas, resources and skills	<b>EAD:</b> Sing in a group or on their own, increasingly match the pitch and follow the melody
<b>Vocabulary</b>	school, home, house, family, same, different, special, angry, anxious, worry, calm, love, friend	dangerous, safe, celebrate, caring, kind, kindness, sharing, giving, lonely, together, community	Rainworth, Blidworth, village, building, map, Globe, country, weather, same, different, airport, passport	look, see, feel, find, watch, change, same, different	grow, look, find, watch, change, insect, plants, weather, seed, soil, pot, bud, food, plant, leaves, sun	safe, unsafe, danger, dangerous, protect, clean, care, careful, germs, ill/poorly
<b>Linked Texts</b>	The Colour Monster Goes to School  Ruby's Worry  The Family Book	Zim, Zam, Zoom  The Smartest Giant in Town  Lost and Found	The Lights that dance in the Night  The Magic Paintbrush  Handa's Surprise	Ada Twist, Scientist	Monkey Puzzle  A Seed in Need  Jack and The Beanstalk	Sally and the Limpet  The Disgusting Sandwich
<b>Enhancements</b>	Photographs from Home	Autumn Stay & Play Christmas Event		White Post Farm Easter Bonnet Parade Mother's Day		Father's Day Sports Day

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**EYFS Progression Mapping Across the Seven Areas of Learning**

Foundation 1 - Communication & Language				
Area of Learning	Autumn	Spring	Summer	Autumn F2
Listening, Attention & Understanding	<p>Shift from one task to another if you obtain their attention.</p> <p>Understand simple questions and instructions e.g. get your coat.</p>	<p>Understand and follow more complex instructions e.g. line up by the door</p> <p>With support, listen to a short story from start to finish.</p>	<p>Follow instructions using prepositions</p> <p>Follow a two-part instruction</p> <p>Listen to a story from start to finish, maintaining full attention.</p> <p>Begin to understand 'how' and 'why' questions.</p>	<p>Respond to instructions with two parts.</p> <p>Engage with stories and rhymes, joining in with repeated phrases and actions.</p> <p>Understand how to listen carefully</p> <p>Understand 'how' and 'why' questions.</p>
Speaking	<p>Speak in a full sentence of 2-3 words.</p> <p>Use gestures to support language to express needs.</p>	<p>Respond appropriately to a simple question.</p> <p>Listen to and respond to peers in play.</p> <p>Use future and past tense.</p> <p>Use longer sentences of 4-6 words.</p>	<p>Hold a two-way conversation, asking a simple question appropriately</p> <p>Rapidly increasing vocabulary</p> <p>Be able to express a point of view.</p> <p>Recall events, not always in the correct order.</p>	<p>Talk to the class teacher and familiar peers.</p> <p>Speak in front of a small group.</p> <p>Use new vocabulary in context i.e. in imaginary role play.</p> <p>Retell events in sequence.</p> <p>Begin to use intonation and rhythm to enhance meaning.</p>

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Foundation 1 - Personal, Social & Emotional Development				
Area of Learning	Autumn	Spring	Summer	Autumn F2
<b>Self-Regulation</b>	<p>Explore new toys and activities, with adult support.</p> <p>Join in with activities that interest me.</p> <p>Separate from main carer, sometimes with support.</p> <p>Approach an adult for help when needed.</p>	<p>Be able to express needs, wants and desires.</p> <p>Can settle to an activity for a sustained period.</p> <p>Show increasing confidence in new social situations.</p>	<p>Be able to express needs and wants in a controlled manner</p> <p>Cope well with change and new social situations.</p> <p>Separate confidently from main carer.</p> <p>Select activities and resources, with help when needed.</p> <p>Express feelings such as happy and sad.</p>	<p>Recognise different emotions</p> <p>Notice different emotions in others</p> <p>Approach an adult to communicate emotions or when help is needed.</p> <p>Choose own tasks and resources.</p> <p>Happy to play alongside familiar peers and new people.</p> <p>Show enthusiasm and excitement about new activities.</p> <p>Follow simple instructions.</p>
<b>Managing Self</b>	<p>Begin to show awareness that some toys are mine, some things are shared and some things belong to other people.</p> <p>Identify own belongings i.e. coat.</p>	<p>Share and take turns with adult guidance and understand yours and mine.</p> <p>Know some classroom rules and routines</p> <p>Find own belongings, sometimes with adult support.</p>	<p>Follow some daily rules and routines independently.</p> <p>Can inhibit actions and behaviours without needing lots of reminders from an adult.</p> <p>Independently find own belongings.</p> <p>Be able to wait for a short time until needs can be met.</p>	<p>Respond to key boundaries put in place by the adults in school</p> <p>Accept the needs of others and can take turns and share resources (sometimes with support).</p> <p>Tolerate delay when needs are not immediately met, understanding that they may not always be met.</p> <p>Independently explore the Foundation environment.</p> <p>Know where to put belongings, sometimes needing reminders</p> <p>Independently put on own coat</p> <p>Use the toilet and wash hands independently</p>
<b>Building Relationships</b>	<p>Plays alongside others.</p> <p>Makes some attempt to initiate or join in and communicate with other's during play.</p>	<p>May have a special friend.</p> <p>Extend and elaborate play situations.</p>	<p>Engage in a variety of play situations with others.</p> <p>Seek out others to share experiences.</p> <p>Talk with others to attempt to solve conflicts.</p>	<p>Confidently initiate play with peers.</p> <p>Show friendly behaviours to peers and adults.</p> <p>Seek out adult support when needed.</p>

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<b>Foundation 1 - Physical Development</b>				
<b>Area of Learning</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>	<b>Autumn F2</b>
<b>Gross Motor</b>	Be able to run and walk confidently and safely.	<p>Begin to collaborate with others, for example, when building.</p> <p>Show increasing confidence and control when climbing and balancing.</p> <p>Negotiate spaces and objects with some control.</p>	<p>Take part in group activities, sometimes making these up for themselves.</p> <p>Begin to show confidence and some risk taking during physical activities.</p> <p>Be able to skip, hop and stand on one leg.</p>	<p>Move freely in a variety of ways.</p> <p>Stop on command.</p> <p>Have some balance i.e. to stand momentarily on one foot when shown.</p> <p>Enjoy running and chase games with peers.</p> <p>Begin to develop hand eye coordination using objects such as scarves.</p>
<b>Fine Motor</b>	<p>Use two hands together e.g. to open lids on jars.</p> <p>Use a dominant hand and an assist hand during activities.</p>	<p>Control and manipulate small tools effectively.</p> <p>Get faster at tasks they have practised such as rolling balls of dough.</p>	<p>Have established a comfortable and efficient pencil grip to make meaningful marks on paper.</p> <p>Begin to show preference for a dominant hand.</p>	<p>Use tripod grip to put things together i.e. threading</p> <p>Able to cut in a straight line</p> <p>Can draw simple recognisable shapes and pictures i.e. a face</p>

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Foundation 1 - Literacy				
Area of Learning	Autumn	Spring	Summer	Autumn F2
<b>Comprehension</b>	<p>Answer simple questions about a story i.e. what is the boy doing? What colour is the ladies dress?</p> <p>Show enjoyment for familiar stories Make simple comments about a story using pictures as prompts.</p>	<p>Recall key events in a story.</p> <p>Show interest in pictures in books and in the environment.</p> <p>Have favourite stories.</p>	<p>Follow a familiar story using props.</p> <p>Offer simple comments and opinions about events and characters in stories, with adult support.</p> <p>Show an interest in new vocabulary learned in stories.</p>	<p>Holds a book the correct way and turns the pages.</p> <p>Shows an understanding of pictures and uses them to work out storyline.</p> <p>Identify the main characters in a story</p> <p>Remember and join in with rhymes and stories, in particular repeated refrains.</p> <p>Asks and responds to 'why' questions.</p> <p>Follows a story with props and pictures.</p> <p>Uses simple sentences to recall events, beginning to use these skills to retell a familiar story.</p>
<b>Word Reading</b>	<p>Identify and imitate animal sounds. Recall, describe and copy sounds, rhythms and actions they have seen and heard. Listen and respond as the instrument is being played. Produce contrasts in rhythm, speed and loudness. Keep in time to the beat. Copy and make up patterns of sounds. Are able to start and stop playing at the signal. Use appropriate words to describe sounds they hear.</p>	<p>Clap out syllables in a word.</p> <p>Understand pattern of syllables in words.</p> <p>Sing or chant the rhyming string along with the adult.</p> <p>Recognise words that rhyme.</p> <p>Identify a rhyming string.</p> <p>Join in with simple or complex rhythms.</p> <p>Make up their own alliterative phrases.</p>	<p>Identify the initial sounds of words.</p> <p>Reproduce the initial sounds clearly and recognisably.</p> <p>With adult support, begin to blend phonemes, sometimes recognising the whole word.</p> <p>Know that print has meaning i.e can recognise common labels and captions.</p>	<p>Recognise own name.</p> <p>Recognise taught Phase 2 sounds (s a t p i n m d g o c k c k e u r)</p> <p>Recognise taught Phase 2 tricky words (I, no, the, to, go, into)</p> <p>Begin to use the phoneme wave strategy to blend cvc words together, heavily supported by an adult.</p>
<b>Writing</b>	<p>Scribbles spontaneously in different directions, e.g. straight line, circle.</p>	<p>Draw recognisable objects or shapes.</p> <p>Give meaning to what they have drawn or written.</p> <p>Imitates simple marks after watching an adult, e.g. diagonal line.</p> <p>Copies simple shapes that involve one movement, e.g. circle.</p>	<p>Write some of their name (not always in the correct order or in a line).</p> <p>Write some letters accurately.</p> <p>Copies and imitates shapes that have multiple movements, e.g. X.</p> <p>Child has an understanding of movement concepts, e.g. up, down, around.</p>	<p>Hold a pencil with a good tripod grip.</p> <p>Tune in to sounds and verbally segment phonemes in a CVC word.</p> <p>Focus simultaneously on both segmenting and letter formation skill to write a word.</p> <p>Begin to show control of letter size and letters in a word sitting together.</p> <p>Build fluency with CVC writing by writing more than one word.</p>

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<b>Foundation 1 - Maths</b>				
<b>Area of Learning</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>	<b>Autumn F2</b>
<b>Number</b>	<p>Counts some numbers consecutively up to 5.</p> <p>Show finger numbers to 3.</p> <p>Mark make and ascribe some concept of number to the marks.</p> <p>Begin to solve real life maths problems with support.</p>	<p>Recite numbers passed 5.</p> <p>Show finger numbers to 4.</p> <p>Fast recognition of up to 2 objects without having to count.</p> <p>Links numbers and amounts i.e. show the right number of objects to match the numeral (up to 5).</p>	<p>Rote counts to 10.</p> <p>Fast recognition of up to 3 objects without having to count.</p> <p>Show finger numbers to 5.</p> <p>Can count a set of objects and say the total number. Knows that the last number reached tells you how many there are in total.</p> <p>Have a good understanding of numbers to 5 and knows that the amount stays the same however the objects are arranged.</p>	<p>Identify when a set can be subitised and when counting is needed.</p> <p>Subitise different arrangements, both unstructured and structured, including using the Hungarian number frame.</p> <p>Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills.</p> <p>Spot smaller numbers 'hiding' inside larger numbers.</p> <p>Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers.</p> <p>Begin to develop the language of 'whole' when talking about objects which have parts.</p>
<b>Numerical Patterns</b>	<p>Say one number for each item in order.</p> <p>Show an understanding of simple comparisons like 'more'.</p>	<p>Compare quantities using language 'more than', 'fewer than'.</p> <p>Begin to solve real world mathematical problems with numbers to 5.</p>	<p>Compares amounts using language of 'more, fewer, same'.</p> <p>Reads numbers to 5 and matches to an amount.</p> <p>Orders numbers to 5.</p> <p>Solve real world maths problems with numbers to 5.</p>	<p>Develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds.</p> <p>Hear and join in with the counting sequence.</p> <p>Compare sets of objects by matching.</p>

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**Foundation 1 - Understanding The World**

Area of Learning	<i>(knowledge and skills taught across F1)</i>
<b>Past &amp; Present</b>	<p>Identify themselves as babies. Identify some basic changes from baby to now. Identify landmarks around the school community i.e. kitchen, field, hall. Begin to understand familiar routines and parts of the day. Begin to retell a story or event.</p>
<b>People, Culture &amp; Communities</b>	<p>Begin to notice and talk about different features of the school environment. Name simple geographical features i.e. road, shop. Begin to answer who, what, why and where questions about the immediate environment. Use my senses to explore my local environment. Begin to ask questions about my environment. Identify earth. Locate land and sea. Name basic geographical features that are relevant to me i.e. school, home, car, shop. Recall an event or a story with some of the main events in the correct order.</p>
<b>The Natural World</b>	<p>Listen and begin to respond to adult led simple questions, making statements in response. Explore with curiosity in the environment, adult support to make changes/test ideas. Make statements about what I can see/hear/smell/touch. Experience objects/equipment through use in the environment. Give my opinion on exploration of my environment. Identify and name some simple body parts. Use my senses to explore. Identify animals through exploration of my environment. Identify animals linked to the seasons and my natural environment. Taste healthy foods and explore our likes and dislikes in cooking/baking experiences. Listen to an adult talk about 'healthy' and 'unhealthy' foods during practical experiences. Explore plants in the environment. Identify some similarities and differences in our natural environment. Use my senses to explore plants/trees/things that grow. Plant seeds and observe growth over time. Explore materials using my senses. Explore and give statements about the texture of different materials. Explore the properties of different materials in my environment.</p>

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**Foundation 1 - Expressive Arts & Design**

Area of Learning	<i>(knowledge and skills taught across F1)</i>
<b>Creating with Materials</b>	<p>Making patterns and pictures using a range of resources.            Explore a range of drawing tools freely.            Explore colour and colour mixing.            Know that marks can be made using IT tools.            Explore different textures freely.            Explore different materials freely to develop ideas about how to use them and what to make.            Explore different printing materials including some body parts (hands, feet, fingertips).            Explore the possibilities of 3D shapes.            Play with different shapes, sizes and materials to make fun creations.            Start to figure out how parts fit together.            Choose and use toys and materials to make things, sometimes with help.            Use crayons, markers and brushes to draw and decorate.            With help, try using scissors to cut paper and make simple shapes.            Play with building blocks and try stacking them to make simple structures.            Look at my art and say if I like it.            Show my friends what I made.            Touch different fabrics to feel their textures.            Use fabric scraps to create simple designs.            Use simple tools like child-safe scissors with adult assistance.</p>
<b>Being Imaginative &amp; Expressive</b>	<p>Remember and sing an entire song.            Explore the sounds of a range of instruments.            Respond to commands such as stop and start.            Take turns when playing music.            Recognise when sounds are long or short.            Recognise when sounds are loud or quiet.            Turn towards music I like.            Move to music that I like.</p>

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Foundation 2 - Communication & Language				
Area of Learning	Autumn	Spring	Summer	Early Learning Goals
<b>Listening, Attention &amp; Understanding</b>	<p>Respond to instructions with two parts</p> <p>Engage with stories and rhymes, joining in with repeated phrases and actions.</p> <p>Understand how to listen carefully</p> <p>Understand 'how' and 'why' questions.</p>	<p>Listen carefully to and learn rhymes and songs, paying attention to how they sound.</p> <p>Children have two challenged attention (can talk and do).</p> <p>Follow an instruction with multiple parts.</p> <p>Talk about stories.</p> <p>Talk about some non-fiction texts.</p> <p>To ask questions to find out more.</p> <p>Listen to and respond to peers and adults appropriately.</p>	<p>Listen to stories and rhymes without pictures or prompts</p> <p>Take turns to talk in a group discussion, taking account of others</p> <p>Ask questions that show understanding of the main discussion points.</p> <p>Respond to peers and adults attentively, with appropriate body language.</p> <p>Respond to instructions promptly, clarifying understanding with questions.</p>	<p>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.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>
<b>Speaking</b>	<p>Talk to the class teacher and familiar peers.</p> <p>Speak in front of a small group.</p> <p>Use new vocabulary in context i.e. in imaginary role play.</p> <p>Retell events in sequence.</p> <p>Begin to use intonation and rhythm to enhance meaning.</p>	<p>Speak in front of the whole class.</p> <p>Use new vocabulary to help express ideas.</p> <p>Speak in full, clear sentences.</p> <p>Recall past events in detail beginning to use different tenses.</p>	<p>Speak to different adults around school.</p> <p>Speak confidently in front of the whole class.</p> <p>Use new vocabulary in different contexts.</p> <p>Speak in full sentences using a range of connectives to add extra detail.</p> <p>Use different tenses with some accuracy.</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>

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<b>Foundation 2 - Personal, Social &amp; Emotional Development</b>				
<b>Area of Learning</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>	<b>Early Learning Goals</b>
<b>Self-Regulation</b>	<p>Recognise different emotions.</p> <p>Notice different emotions in others.</p> <p>Approach an adult to communicate emotions or when help is needed.</p> <p>Choose own tasks and resources.</p> <p>Happy to play alongside familiar peers and new people.</p> <p>Show enthusiasm and excitement about new activities.</p> <p>Follow simple instructions.</p>	<p>Consider the feelings of others.</p> <p>Children have two challenged attention (can talk and do).</p> <p>Show resilience and perseverance.</p> <p>Manage own their needs and organise themselves in line with familiar routines.</p> <p>Follow instructions with multiple parts.</p> <p>Respond promptly to instructions showing a calm transition from one activity to the next.</p>	<p>Empathise with the feelings of others and show help and support in an age-appropriate manner.</p> <p>Articulate an end goal and the steps needed to get there.</p> <p>Maintain focus during extended whole class teaching, responding promptly and accurately to instructions.</p> <p>Show good control over own emotions, using a range of techniques.</p>	<p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>
<b>Managing Self</b>	<p>Respond to key boundaries put in place by the adults in school.</p> <p>Accept the needs of others and can take turns and share resources (sometimes with support).</p> <p>Tolerate delay when needs are not immediately met, understanding that they may not always be met.</p> <p>Independently explore the Foundation environment.</p> <p>Know where to put belongings, sometimes needing reminders.</p> <p>Independently put on own coat.</p> <p>Use toilet and wash hands independently.</p>	<p>Stop doing something that is known to be wrong, sometimes with adult support.</p> <p>Enjoy new challenges, seeking support where necessary.</p> <p>Organise belongings, putting them away correctly and collecting them again when needed.</p> <p>Independently put on own coat and zip up.</p> <p>Get dressed independently, sometimes needing support with buttons/fastenings.</p>	<p>Stop doing something that is known to be wrong with little or no support from an adult.</p> <p>Behave consistently well within the school values.</p> <p>Articulate simply why it is important to follow our school values.</p> <p>Independently attempt a new challenge, finding new ways of achieving goals.</p> <p>Independently organising own belongings, self-correcting and solving problems.</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>
<b>Building Relationships</b>	<p>Confidently initiate play with peers.</p> <p>Show friendly behaviours to peers and adults.</p> <p>Seek out adult support when needed.</p>	<p>Have an active role in conversations, expressing their own thoughts and questions.</p> <p>Find a compromises to problems in play.</p> <p>Play in a group, extending and elaborating on play ideas.</p> <p>Show kindness towards others.</p>	<p>To have strong, positive friendships. May even have a special friend.</p> <p>Seek out help for others when needed showing empathy and kindness regardless of whether an adult is watching.</p> <p>Engage positively with adults; enjoying a joke, respecting boundaries and sharing thoughts, ideas and wants.</p>	<p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>

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<b>Foundation 2 - Physical Development</b>				
<b>Area of Learning</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>	<b>Early Learning Goals</b>
<b>Gross Motor</b>	<p>Move freely in a variety of ways.</p> <p>Stop on command.</p> <p>Have some balance i.e. to stand momentarily on one foot when shown.</p> <p>Enjoy running and chase games with peers.</p> <p>Begin to develop hand eye coordination using objects such as scarves.</p> <p>Learn how to manage the school day successfully i.e.mealtimes</p>	<p>Move freely in a variety of ways, negotiating space and avoiding obstacles.</p> <p>Begin to show some control over a large ball.</p> <p>Take turns .</p> <p>Build up confidence and imagination when engaging in physical play.</p> <p>Be willing to take small risks in physical play i.e. to jump from a new height.</p>	<p>Move safely, making careful observations of others and changing direction accordingly.</p> <p>Actively engage in simple action and invasion games, interacting with others and talking about the rules.</p> <p>Show good control and some accuracy when throwing, catching or kicking a large ball.</p> <p>Show confidence and enthusiasm when trying new physical activities.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
<b>Fine Motor</b>	<p>Use tripod grip to put things together i.e threading.</p> <p>Able to cut in a straight line.</p> <p>Can draw simple recognisable shapes and pictures i.e. a face.</p>	<p>Show preference for a dominant hand.</p> <p>Hold pencil in tripod grip most of the time.</p> <p>Able to cut out simple shapes Shapes and lines when drawing are clearer. Some extra details are included.</p>	<p>Hold pencil in tripod grip almost all of the time.</p> <p>Scissors are used with accuracy to cut out complicated shapes and straight and curved lines.</p> <p>Pictures demonstrate personal pride. Colour and details are added. Colouring is carefully planned out and stays within the lines.</p>	<p>Hold a pencil effectively in preparation for fluent writing –using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>

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Foundation 2 - Literacy				
Area of Learning	Autumn	Spring	Summer	Early Learning Goals
<b>Comprehension</b>	<p>Holds a book the correct way and turns the pages.</p> <p>Shows an understanding of pictures and uses them to work out storyline.</p> <p>Identify the main characters in a story</p> <p>Remember and join in with rhymes and stories, in particular repeated refrains.</p> <p>Asks and responds to 'why' questions. Follows a story with props and pictures.</p> <p>Uses simple sentences to recall events, begin to use these skills to retell a familiar story.</p>	<p>Listen to a whole story and comment on what is happening and predict what might happen next.</p> <p>Engage in story times by listening and asking relevant questions to build familiarity and understanding.</p> <p>Begin to retell stories by repetition and some in their own words.</p> <p>Discusses characters talking about their feelings, actions and motives.</p>	<p>Answer questions about what they have read or stories they have listened to.</p> <p>Retell a familiar story without pictures or prompts using mostly their own words.</p> <p>Show excitement and engagement by saying what will happen next in a story.</p> <p>Use new vocabulary from texts in different contexts.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>
<b>Word Reading</b>	<p>Recognise own name.</p> <p>Recognise taught Phase 2 sounds (s a t p i n m d g o c k c k e u r).</p> <p>Recognise taught Phase 2 tricky words (I, no, the, to, go, into).</p> <p>Begin to use the phoneme wave strategy to blend cvc words together, heavily supported by an adult.</p>	<p>Recognise taught Phase 2 and 3 sounds (h b f ff l ll ss j v w x y z zz qu ch sh th ng ai ee igh o a).</p> <p>Recognise taught Phase 3 tricky words (he, she, we, me, be, you, are, her, was, all, they, my).</p> <p>Blend CVC words independently using taught strategies to support own reading.</p> <p>Reads simple sentences consistent with phonic knowledge, using finger to maintain one-to-one matching.</p> <p>Begins to notice own errors when reading.</p> <p>Beginning to read in a more phrased manner, bouncing back to maintain fluency.</p>	<p>Recognise taught Phase 3 sounds (oo ar or ur ow oi ear air ure er).</p> <p>Read longer sentences consistent with phonic knowledge.</p> <p>Independently and consistently use taught strategies to support reading.</p> <p>Read in a phrased manner showing acknowledgement of reading for meaning.</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
<b>Writing</b>	<p>Hold a pencil with a good tripod grip.</p> <p>Tune in to sounds and verbally segment phonemes in a CVC word.</p> <p>Focus simultaneously on both segmenting and letter formation skill to write a word.</p> <p>Begin to show control of letter size and letters in a word sitting together.</p> <p>Build fluency with CVC writing by writing more than one word.</p>	<p>Consistently verbally segment CVC words.</p> <p>Form most graphemes using correct direction and position.</p> <p>Recall a dictated caption and repeat this to write.</p> <p>Use a finger space with support.</p> <p>Begin to bounce back to check writing and read their caption.</p> <p>Write more than one caption to build fluency.</p>	<p>Understands that a finger space separates each word so we can read it.</p> <p>Listen and recall a dictated sentence.</p> <p>Begin to understand what a 'sentence' is and its composition (full stops and capital letters if appropriate).</p> <p>Bounce back to write the next word in a sentence/ check writing.</p> <p>Write more than one sentence to build fluency (this can be sentence stems).</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>

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Foundation 2 - Maths				
Area of Learning	Autumn	Spring	Summer	Early Learning Goals
Number	<p>Identify when a set can be subitised and when counting is needed.</p> <p>Subitise different arrangements, both unstructured and structured, including using the Hungarian number frame.</p> <p>Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills.</p> <p>Spot smaller numbers 'hiding' inside larger numbers.</p> <p>Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers.</p> <p>Begin to develop the language of 'whole' when talking about objects which have parts.</p>	<p>Continue to develop subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals.</p> <p>Begin to identify missing parts for numbers within 5.</p> <p>Explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns.</p> <p>Order numbers and play track games.</p>	<p>Develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2.</p> <p>Begin to generalise about 'one more than' and 'one less than' numbers within 10.</p> <p>Develop conceptual subitising skills.</p>	<p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>
Numerical Patterns	<p>Develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds.</p> <p>Hear and join in with the counting sequence.</p> <p>Compare sets of objects by matching.</p>	<p>Continue to develop understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern.</p> <p>Understand that two equal groups can be called a 'double' and connect this to finger patterns.</p> <p>Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers.</p> <p>Sort odd and even numbers according to their 'shape'.</p>	<p>Count larger sets of numbers.</p> <p>Arrange doubles using a 10 frame.</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>

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**Foundation 2 - Understanding The World**

Area of Learning	<i>(skills &amp; knowledge taught across F2)</i>	Early Learning Goals
<b>Past &amp; Present</b>	<p>Talk about immediate family and friends. Identify landmarks in the local community i.e. library, church, shops. Begin to organise events using basic chronology (yesterday, today, tomorrow) recognising that things happened before they were born. Begin to explore familiar situations in the past i.e. homes, schools and types of transport. Understand about traditions and how they have developed and changed over the years e.g. mother's day, Christmas and Easter. Talk about people who can help us in the community. Talk about their job roles and why they are important. Learn about the past through stories and rhymes.</p>	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
<b>People, Culture &amp; Communities</b>	<p>Name some simple landmarks in the local community. Begin to understand and talk about different features in the local community i.e. why we go to the library. Use personal experiences to talk about features of my immediate environment. Begin to understand where we would find out information about our local environment i.e. the kitchen would be where we would find the cooks. Talk about simple traditions of different countries. 'Experience' different traditions to gain a basic understanding of geographical differences. Know that a map shows different countries. Know that a map tells me where something or somewhere is. Use a map to plot simple features of the school grounds. Name two countries that are different. Name my local village. Recall a story or event in order using connecting words to help explain my ideas.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction, texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and (where appropriate) maps.</p>

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**Foundation 2 - Understanding The World**

Area of Learning	<i>(skills &amp; knowledge taught across F2)</i>	Early Learning Goals
<b>The Natural World</b>	<p>Listen and respond to adult led questions, beginning constructing relevant simple questions.            Make statements independently and begin to say what might happen.            Begin to perform simple tests/explorations.            Observe a group of objects.            Begin to use non-standard equipment.            With adult guidance record finding using tangible objects such as sorting hoops.            Verbally explain my ideas using my understanding of the test/exploration.            Respond to simple adult questions, using exploration to suggest responses.            Identify and name simple body parts.            Understand the parts of the body make up our skeleton.            Begin to make links between body parts and our senses.            Identify animals through exploration of my environment making links to winter animals, African animals etc.            Use my natural environment to explore living animals and their habitats, for example butterflies.            Taste and explore healthy foods and discuss how it makes us feel.            Give opinions of 'healthy' and 'unhealthy' foods and my likes and dislikes.            Understand that washing hands washes germs away.            Explore plants and make statements.            Begin to ask simple questions.            Discuss similarities and differences in our natural environment.            Use my senses to explore and explain what I observe in our natural environment.            Plant seeds, observe growth and changes over time. I can make verbal judgements based on my observations.            Begin to describe materials using my senses.            Begin to name and identify everyday materials in my environment.            Begin to understand the difference between the object and the material it is made from.            Explore and begin to discuss the properties of different materials in my environment.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them including the season and changing states of matter.</p>

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**Foundation 2 - Expressive Arts & Design**

Area of Learning	<i>(skills &amp; knowledge taught across F1)</i>	Early Learning Goals
<b>Creating with Materials</b>	<p>Refine representations on myself and the world around me.            Draw meaningful pictures and patterns.            Use a pencil competently.            Explore colour for purposeful representation.            Know that meaningful marks can be made using IT tools.            Use different materials purposefully.            Refine ways to express ideas and feelings using collage materials.            Refine printing techniques i.e. pressing, lifting, rolling.            Refine techniques to make purposeful structures.            Explore and discuss different materials and textures.            Investigate and ask questions about how objects move and work.            Compare different materials and describe their properties.            Identify key features and uses of everyday products.            Explore and play with different shapes, sizes and materials to create simple designs.            Use pictures, basic drawings and simple language to express ideas.            Explore and handle simple tools with supervision.            Use a range of basic tools to add decorations to my creations.            Practice control when using scissors to cut paper and simple materials.            Experiment with joining materials using basic methods like folding and stacking.            Explore different ways to make joins and other basic techniques.            Look at my finished creations and talk about what I like about them.            Begin to compare my creations to what I initially planned and express if they match my ideas.            Evaluate my finished products, identifying what worked well and what could be improved.            Talk about what I did to create my products.            Compare my work against that of others and discuss similarities and differences.            Touch and feel different textiles, describing how they feel using simple language.            Experiment with simple textiles like fabric scraps to create designs.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>
<b>Being Imaginative &amp; Expressive</b>	<p>Act out stories.            Sing nursery rhymes, including the use of Makaton.            Match a pitch and follow a melody.            Play instruments with increasing control to express feelings and ideas.            Continue a simple rhythmic pattern.            Purposefully make a range of different sounds using a single instrument.            Talk about sounds I hear in music such as if the music is loud or quiet.            Begin to explain why I like or dislike music linking my ideas to feelings.            Sing in front of a small audience.</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>

**FS2 RE Overview**

<b>F2 RE Overview</b>						
People, Culture and Communities: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.						
<b>Autumn 1</b>						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
<b>Harvest festival</b> Little Red Hen text			<b>Diwali - Festival of Light</b> The Best Diwali Ever text Diwali (Celebrate the World) text			
<b>Autumn 2</b>						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
<b>Diwali</b>		<b>Christmas Story</b> The Nativity text Jesus' Christmas Party text		<b>Christmas Traditions around the world</b> A World of Cookies for Santa text The Christmas Pine text Christmas in Australia text		
<b>Spring 1</b>						
Week 1	Week 2	Week 3	Week 4	Week 5		
<b>Chinese New Year (Lunar)</b> Ruby's Chinese New Year text The Dragon Painter text The Magic Paintbrush Text				<b>Shrove Tuesday</b> Mr Wolf's Pancakes text		
<b>Spring 2</b>						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
<b>Ramadan &amp; Eid</b> The Most Exciting Eid text Lailah's Lunchbox text Gold Domes and Silver Lanterns text			<b>Easter</b> The Easter Story text The Odd Egg text			
<b>Summer 1</b>						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
<b>Passover &amp; Shavuot</b> Pirate Passover text More Than Enough text			<b>Celebrating Difference</b> Amazing/A superpower Like Mine text Specs for Rex text My Magic Family text			
<b>Summer 2</b>						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Including Everyone</b> The Perfect Fit text All are Welcome text You Matter text			<b>Cultural Diversity</b> Hats of Faith/The Proudest Blue text The Katha Chest text Pink is for Boys text			

**EYFS to Year 1 FOSS Progression Mapping**

<b>Science</b>			
<b>Working Scientifically</b>	<b>F1</b>	<b>F2</b>	<b>Year 1</b>
Ask Questions	<ul style="list-style-type: none"> <li>Listen and begin to respond to adult led simple questions, making statements in response.</li> </ul>	<ul style="list-style-type: none"> <li>Listen and respond to adult led questions, beginning constructing relevant simple questions.</li> </ul>	<ul style="list-style-type: none"> <li>Ask simple questions</li> </ul>
Planning & Predicting	<ul style="list-style-type: none"> <li>Explore with curiosity in the environment, adult support to make changes/test ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Make statements independently and begin to say what might happen.</li> <li>Begin to perform simple tests/explorations.</li> </ul>	<ul style="list-style-type: none"> <li>Perform simple tests.</li> <li>Begin to say what might happen.</li> </ul>
Observe & Measure	<ul style="list-style-type: none"> <li>Make statements about what I can see/hear/smell/touch.</li> <li>I can experience objects/equipment through use in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Observe a group of objects.</li> <li>Begin to use non-standard equipment</li> </ul>	<ul style="list-style-type: none"> <li>Observe a range of objects.</li> <li>Use simple non-standard equipment.</li> </ul>
Record	<ul style="list-style-type: none"> <li>Offer information to support the adult recording.</li> </ul>	<ul style="list-style-type: none"> <li>With adult guidance record finding using tangible objects such as sorting hoops.</li> </ul>	<ul style="list-style-type: none"> <li>Record information in a table.</li> <li>Record findings using standard units.</li> <li>Gather and record simple data.</li> <li>Demonstrate data in;               <ul style="list-style-type: none"> <li>- Table</li> <li>- Diagram</li> <li>- Tally (tick only)</li> <li>- Sorting circles</li> </ul> </li> </ul>
Interpret & Report	<ul style="list-style-type: none"> <li>Make judgements based on my thoughts and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>Verbally explain my ideas using my understanding of the test/exploration.</li> </ul>	<ul style="list-style-type: none"> <li>Include relevant information to explain findings.</li> <li>Present my findings in more than one way (labels and captions).</li> <li>Make a simple explanation about what has been found out.</li> </ul>
Evaluate	<ul style="list-style-type: none"> <li>Give my opinion on exploration of my environment.</li> </ul>	<ul style="list-style-type: none"> <li>Respond to simple adult questions, using exploration to suggest responses.</li> </ul>	<ul style="list-style-type: none"> <li>Use results to suggest answers to questions.</li> </ul>

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<b>Science</b>			
	<b>F1</b>	<b>F2</b>	<b>Year 1</b>
<b>Animals including Humans</b>	<ul style="list-style-type: none"> <li>Identify and name some simple body parts.</li> <li>Use my senses to explore.</li> <li>Identify animals through exploration of my environment.</li> <li>Identify animals linked to the seasons and my natural environment.</li> <li>Taste healthy foods and explore our likes and dislikes in cooking/baking experiences.</li> <li>Listen to an adult talk about 'healthy' and 'unhealthy' foods during practical experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and name simple body parts.</li> <li>Understand the parts of the body make up our skeleton.</li> <li>Begin to make links between body parts and our senses.</li> <li>Identify animals through exploration of my environment making links to winter animals, African animals etc.</li> <li>Use my natural environment to explore living animals and their habitats, for example butterflies.</li> <li>Taste and explore healthy foods and discuss how it makes us feel.</li> <li>Give opinions of 'healthy' and 'unhealthy' foods and my likes and dislikes.</li> <li>Understand that washing hands washes germs away.</li> </ul>	<ul style="list-style-type: none"> <li>Name at least 12 parts of the human body.</li> <li>Darts of the human body.</li> <li>Know which body part is related to which sense.</li> <li>Identify a range of domestic and wild animals.</li> <li>Describe the difference in structure of a variety of animals.</li> <li>Classify animals in different ways.</li> <li>Say whether something is living or non-living.</li> <li>Name a variety of domestic and wild animals.</li> <li>Describe how animals are suited to a particular environment.</li> <li>Group/ classify animals in a variety of ways.</li> <li>Name some foods which help me to stay healthy.</li> <li>Name some foods which are unhealthy if eaten often.</li> <li>State how germs are spread and ways to stay clean.</li> <li>Explain how to use medicines safely.</li> </ul>
<b>Plants</b>	<ul style="list-style-type: none"> <li>Explore plants in the environment.</li> <li>Identify some similarities and differences in our natural environment.</li> <li>Use my senses to explore plants/trees/things that grow.</li> <li>Plant seeds and observe growth over time.</li> </ul>	<ul style="list-style-type: none"> <li>Explore plants and make statements. I can begin to ask simple questions.</li> <li>Discuss similarities and differences in our natural environment.</li> <li>Use my senses to explore and explain what I observe in our natural environment.</li> <li>Plant seeds, observe growth and changes over time. I can make verbal judgements based on my observations.</li> </ul>	<ul style="list-style-type: none"> <li>Ask some questions about plants.</li> <li>Name a range of common trees and their parts.</li> <li>Recognise deciduous and evergreen trees.</li> <li>Name a range of common plants and their parts.</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>Explore materials using my senses.</li> <li>Explore and give statements about the texture of different materials.</li> <li>Listen to statements about different materials in my environment.</li> <li>Explore the properties of different materials in my environment.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to describe materials using my senses.</li> <li>Begin to name and identify everyday materials in my environment.</li> <li>Begin to understand the difference between the object and the material it is made from.</li> <li>Explore and begin to discuss the properties of different materials in my environment.</li> </ul>	<ul style="list-style-type: none"> <li>Describe materials using my senses.</li> <li>Describe materials using scientific words.</li> <li>Name and identify everyday materials.</li> <li>Distinguish between an object and the material it's made from.</li> <li>Sort objects according to their materials.</li> <li>Sort objects according to the properties of their materials.</li> <li>Sort materials by comparing their absorbency.</li> <li>Sort objects into transparent and opaque.</li> </ul>

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<b>Religious Education</b>			
	<b>F1</b>	<b>F2</b>	<b>Year 1</b>
<b>Religious Contexts</b>	Christianity / Judaism / Islam / Hinduism		Christianity / Judaism
<b>Knowledge and Understanding of religions and World Views</b>	<ul style="list-style-type: none"> <li>Be immersed in religious celebrations through experiences/environments.</li> </ul>	<ul style="list-style-type: none"> <li>Recall religious celebrations throughout the year.</li> <li>Understand important aspects of religious celebrations.</li> </ul>	<ul style="list-style-type: none"> <li>Recall, name and talk about materials in RE.</li> <li>Retell stories.</li> </ul>
<b>Expressing and Communications Ideas related to Religions and World Views</b>	<ul style="list-style-type: none"> <li>Express likes and dislikes.</li> </ul>	<ul style="list-style-type: none"> <li>Give opinions on religions and their celebrations.</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions and give opinions.</li> </ul>
<b>Gaining and Applying Skills for Studying Religions and World Views</b>	<ul style="list-style-type: none"> <li>Show interest in celebrating/experiences other religions.</li> </ul>	<ul style="list-style-type: none"> <li>Be immersed in an experience to understand and apply meaning to religious celebrations.</li> </ul>	<ul style="list-style-type: none"> <li>Show curiosity.</li> <li>Offer ideas and agree/ disagree with others ideas.</li> </ul>

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<b>Art &amp; Design</b>			
	<b>F1</b>	<b>F2</b>	<b>Year 1</b>
Appreciation/Artist Study	<ul style="list-style-type: none"> <li>Making patterns and pictures using a range of resources</li> </ul>	<ul style="list-style-type: none"> <li>Refine representations on myself and the world around me</li> </ul>	<ul style="list-style-type: none"> <li>Communicate things about myself using art.</li> </ul>
Drawing	<ul style="list-style-type: none"> <li>Explore a range of drawing tools freely</li> </ul>	<ul style="list-style-type: none"> <li>Draw meaningful pictures and patterns.</li> <li>Use a pencil competently</li> </ul>	<ul style="list-style-type: none"> <li>Create different thicknesses using 2 grades of pencil (HB &amp; 8B).               <ul style="list-style-type: none"> <li>Create observational drawings.</li> <li>Edit and improve drawings.</li> </ul> </li> </ul>
Painting	<ul style="list-style-type: none"> <li>Explore colour and colour mixing</li> </ul>	<ul style="list-style-type: none"> <li>Explore colour for purposeful representation</li> </ul>	<ul style="list-style-type: none"> <li>Identify and name primary and secondary colours.</li> <li>Create moods using colour.</li> </ul>
IT	<ul style="list-style-type: none"> <li>Know that marks can be made using IT tools.</li> </ul>	<ul style="list-style-type: none"> <li>Know that meaningful marks can be made using IT tools.</li> </ul>	<ul style="list-style-type: none"> <li>Use a painting programme to create a picture.</li> <li>Use tools on 2Paint to create art.</li> </ul>
Textiles	<ul style="list-style-type: none"> <li>Explore different textures freely</li> </ul>	<ul style="list-style-type: none"> <li>Use different materials purposefully</li> </ul>	<ul style="list-style-type: none"> <li>Explore and look at textile art.</li> <li>Group fabrics by colour and texture.</li> <li>Use weaving technique (paper).</li> </ul>
Collages	<ul style="list-style-type: none"> <li>Explore different materials freely to develop ideas about how to use them and what to make.</li> </ul>	<ul style="list-style-type: none"> <li>Refine ways to express ideas and feelings using collage materials.</li> </ul>	<ul style="list-style-type: none"> <li>Use cut and tear technique.</li> <li>Collect materials to use.</li> </ul>
Printing	<ul style="list-style-type: none"> <li>Explore different printing materials including some body parts (hands, feet, fingertips)</li> </ul>	<ul style="list-style-type: none"> <li>Refine printing techniques i.e. pressing, lifting, rolling</li> </ul>	<ul style="list-style-type: none"> <li>Print using everyday objects.</li> <li>Create a repeated pattern using everyday objects.</li> </ul>
3D	<ul style="list-style-type: none"> <li>Explore the possibilities of 3D shapes</li> </ul>	<ul style="list-style-type: none"> <li>Refine techniques to make purposeful structures.</li> </ul>	<ul style="list-style-type: none"> <li>Design a clay pot.</li> <li>Create a clay pot using different textures.</li> <li>Decorate a clay pot using paints.</li> </ul>

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<b>Design &amp; Technology</b>			
	<b>F1</b>	<b>F2</b>	<b>Year 1</b>
<b>Research</b>	<ul style="list-style-type: none"> <li>• Touch and feel different materials to learn about their textures.</li> <li>• Watch and see how toys and objects move when pushed or pulled.</li> <li>• Name some things we use every day and explain what they're for.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and discuss different materials and textures.</li> <li>• Investigate and ask questions about how objects move and work.</li> <li>• Compare different materials and describe their properties.</li> <li>• Identify key features and uses of everyday products.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the key features and uses of a product.</li> <li>• Explore how to construct a model using moving parts.</li> </ul>
<b>Design</b>	<ul style="list-style-type: none"> <li>• Play with different shapes, sizes and materials to make fun creations.</li> <li>• Start to figure out how parts fit together.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and play with different shapes, sizes and materials to create simple designs.</li> <li>• Use pictures, basic drawings and simple language to express ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a product design.</li> <li>• Use pictures and words to communicate an idea.</li> </ul>
<b>Do</b>	<ul style="list-style-type: none"> <li>• Choose and use toys and materials to make things, sometimes with help.</li> <li>• Use crayons, markers and brushes to draw and decorate.</li> <li>• With help, try using scissors to cut paper and make simple shapes.</li> <li>• Play with building blocks and try stacking them to make simple structures.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and handle simple tools with supervision.</li> <li>• Use a range of basic tools to add decorations to my creations.</li> <li>• Practice control when using scissors to cut paper and simple materials.</li> <li>• Experiment with joining materials using basic methods like folding and stacking.</li> <li>• Explore different ways to make joins and other basic techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Select and use appropriate tools and equipment to make a product.</li> <li>• Decorate my product to make it look appealing.</li> </ul>
<b>Evaluate</b>	<ul style="list-style-type: none"> <li>• Look at my art and say if I like it.</li> <li>• Say something good about my creation.</li> <li>• Show my friends what I made.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at my finished creations and talk about what I like about them.</li> <li>• Begin to compare my creations to what I initially planned and express if they match my ideas.</li> <li>• Evaluate my finished products, identifying what worked well and what could be improved.</li> <li>• Talk about what I did to create my products.</li> <li>• Compare my work against that of others and discuss similarities and differences.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify successes in my finished product.</li> <li>• Compare product against design.</li> <li>• Explain what I did to make the product.</li> </ul>

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<b>Design &amp; Technology</b>			
	<b>F1</b>	<b>F2</b>	<b>Year 1</b>
<b>Nutrition</b>	<ul style="list-style-type: none"> <li>• Try some foods like fruit or vegetables.</li> <li>• Understand some foods are healthy for my body.</li> <li>• Wash my hands with help before handling food.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to use my senses to describe foods.</li> <li>• Try a variety of foods and talk about which ones I like.</li> <li>• Notice and talk about some differences between foods, like healthy and unhealthy.</li> <li>• Learn to wash my hands independently before handling food to keep them clean.</li> </ul>	<ul style="list-style-type: none"> <li>• Keep clean hands and surfaces when cooking.</li> <li>• Use my senses to describe a range of foods.</li> <li>• Explore how textures change throughout the cooking process.</li> </ul>
<b>Textiles</b>	<ul style="list-style-type: none"> <li>• Touch different fabrics to feel their textures.</li> <li>• Use fabric scraps to create simple designs.</li> <li>• Use simple tools like child-safe scissors with adult assistance.</li> </ul>	<ul style="list-style-type: none"> <li>• Touch and feel different textiles, describing how they feel using simple language.</li> <li>• Experiment with simple textiles like fabric scraps to create designs.</li> <li>• Begin to understand the concept of joining textiles together, like sewing or pinning.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a template to neatly draw around.</li> <li>• Control scissors to cut textiles neatly.</li> <li>• Create strong joins in textiles using staples.</li> <li>• Position staples for purpose and effect.</li> </ul>

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<b>History</b>			
	<b>F1</b>	<b>F2</b>	<b>Year 1</b>
<b>Chronology</b>	<ul style="list-style-type: none"> <li>Identify themselves as babies.</li> <li>Identify some basic changes from baby to now.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to organise events using basic chronology (yesterday, today, tomorrow) recognising that things happened before they were born.</li> </ul>	<ul style="list-style-type: none"> <li>Order objects from oldest to newest.</li> <li>Talk about things that happened in own past.</li> <li>Explain the difference between new and old objects.</li> <li>Compare own life to someone from the past.</li> </ul>
<b>Significant Events</b>	<ul style="list-style-type: none"> <li>Identify landmarks around the school community i.e. kitchen, field, hall.</li> </ul>	<ul style="list-style-type: none"> <li>Identify landmarks in the local community i.e. library, church, shops.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how where they live was different in the past.</li> </ul>
<b>Sources</b>	<ul style="list-style-type: none"> <li>Begin to understand familiar routines and parts of the day.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to explore familiar situations in the past i.e. homes, schools and types of transport.</li> </ul>	<ul style="list-style-type: none"> <li>Tell the difference between old and new objects from the past.</li> <li>Recognise that a story has happened in the past.</li> <li>Ask questions about how life was different in the past.</li> <li>Use photographs to answer questions about the past.</li> <li>Find out information about a famous Briton from the past.</li> <li>Recognise how I know something is from the past.</li> <li>Find out information to learn about the past by asking questions.</li> </ul>
<b>Presenting</b>	<ul style="list-style-type: none"> <li>Begin to retell a story or event.</li> </ul>	<ul style="list-style-type: none"> <li>Present the past through nursery rhymes and stories</li> </ul>	<ul style="list-style-type: none"> <li>Retell a story that is set in the past.</li> <li>Communicate how a famous Briton has helped our lives today.</li> <li>Tell someone how an object was used in the past.</li> </ul>

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<b>Geography</b>			
	<b>F1</b>	<b>F2</b>	<b>Year 1</b>
<b>Human</b>	<ul style="list-style-type: none"> <li>Begin to notice and talk about different features of the school environment.</li> <li>Name simple geographical features i.e. road, shop.</li> </ul>	<ul style="list-style-type: none"> <li>Name some simple landmarks in the local community.</li> <li>Begin to understand and talk about different features in the local community i.e. why we go to the library.</li> </ul>	<ul style="list-style-type: none"> <li>Name the key features of the local village.</li> <li>Describe a locality.</li> <li>Explain the importance of different village features.</li> </ul>
<b>Sources</b>	<ul style="list-style-type: none"> <li>Begin to answer who, what, why and where questions about the immediate environment.</li> </ul>	<ul style="list-style-type: none"> <li>Use personal experiences to talk about features of my immediate environment.</li> <li>Begin to understand where we would find out information about our local environment i.e. the kitchen would be where we would find the cooks.</li> </ul>	<ul style="list-style-type: none"> <li>Use given resources to answer questions about a locality.</li> </ul>
<b>Enquiry</b>	<ul style="list-style-type: none"> <li>Use my senses to explore my local environment.</li> <li>Begin to ask questions about my environment.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about simple traditions of different countries.</li> <li>'Experience' different traditions to gain a basic understanding of geographical differences.</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions about a locality.</li> <li>Ask different questions about a locality in the UK.</li> <li>Talk about what it is like in a hot place.</li> <li>Talk about what it is like in a cold place.</li> <li>Talk about living in different places.</li> </ul>
<b>Map</b>	<ul style="list-style-type: none"> <li>Identify earth.</li> <li>Locate land and sea</li> </ul>	<ul style="list-style-type: none"> <li>Know that a map shows different countries.</li> <li>Know that a map tells me where something or somewhere is.</li> <li>Use a map to plot simple features of the school grounds.</li> </ul>	<ul style="list-style-type: none"> <li>Tell someone my address.</li> <li>Locate the equator on a globe or atlas.</li> <li>Locate the north and south pole on a globe or atlas.</li> </ul>
<b>Facts</b>	<ul style="list-style-type: none"> <li>Name basic geographical features that are relevant to me i.e. school, home, car, shop</li> </ul>	<ul style="list-style-type: none"> <li>Name two countries that are different.</li> <li>Name my local village</li> </ul>	<ul style="list-style-type: none"> <li>Name the four countries that make up the UK.</li> <li>Name some capital cities in the UK.</li> </ul>
<b>Presenting</b>	<ul style="list-style-type: none"> <li>Recall an event or a story with some of the main events in the correct order.</li> <li>Begin to use the word 'because' to help me explain my ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Recall a story or event in order using connecting words to help explain my ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Say what I like and dislike about a locality.</li> <li>Make suggestions about what I would like to see in a locality.</li> <li>Describe a locality using words and pictures.</li> <li>Compare two contrasting localities.</li> <li>Explain each country's locality in relation to others.</li> <li>Identify similarities and differences about a locality.</li> </ul>

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<b>Music</b>			
	<b>F1</b>	<b>F2</b>	<b>Year 1</b>
<b>Singing</b>	<ul style="list-style-type: none"> <li>Remember and sing an entire song.</li> </ul>	<ul style="list-style-type: none"> <li>Match a pitch and follow a melody</li> </ul>	<ul style="list-style-type: none"> <li>Follow instructions when I sing.</li> <li>Follow simple breathing techniques.</li> <li>Follow the correct posture when singing.</li> </ul>
<b>Performing</b>	<ul style="list-style-type: none"> <li>Explore the sounds of a range of instruments.</li> <li>Respond to commands such as stop and start</li> </ul>	<ul style="list-style-type: none"> <li>Play instruments with increasing control to express feelings and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Copy short, clapping rhythms.</li> <li>Make a loud and quiet noise.</li> <li>Clap a rhythmic pattern.</li> <li>Use the drum to create and perform a rhythmic pattern.</li> </ul>
<b>Improvising</b>	<ul style="list-style-type: none"> <li>Take turns when playing music</li> </ul>	<ul style="list-style-type: none"> <li>Continue a simple rhythmic pattern</li> </ul>	<ul style="list-style-type: none"> <li>Listen to a musical question.</li> <li>Answer a musical question.</li> <li>Make a sequence of sounds in response to an image.</li> <li>Make changes to a musical response.</li> <li>Make a sequence of sound in response to an image.</li> </ul>
<b>Composing</b>	<ul style="list-style-type: none"> <li>Recognise when sounds are long or short.</li> <li>Recognise when sounds are loud or quiet</li> </ul>	<ul style="list-style-type: none"> <li>Purposefully make a range of different sounds using a single instrument.</li> </ul>	<ul style="list-style-type: none"> <li>Make sounds that are long and short.</li> <li>Make sounds that are loud and quiet.</li> <li>Create a sequence of sounds in response to a stimuli.</li> <li>Say what I could improve on in my sequence.</li> </ul>
<b>Appraising</b>	<ul style="list-style-type: none"> <li>Turn towards music I like.</li> <li>Move to music that I like.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about sounds I hear in music such as if the music is loud or quiet.</li> <li>Begin to explain why I like or dislike music linking my ideas to feelings.</li> </ul>	<ul style="list-style-type: none"> <li>Follow the pulse in the music.</li> <li>Link instrument sounds to their names in the music.</li> <li>Identify the sounds made by specific instruments in the music.</li> </ul>

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<b>Computing</b>			
	<b>F1</b>	<b>F2</b>	<b>Year 1</b>
<b>Computing Systems and Networks</b>	<ul style="list-style-type: none"> <li>Recognise and name some everyday objects such as a phone, computer, tv.</li> <li>Use technology in their play.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about technology they use at home</li> <li>Make suggestions about how something might work e.g. remote control car</li> </ul>	<ul style="list-style-type: none"> <li>To identify technology.</li> <li>To identify a computer and its main parts.</li> <li>To use a mouse in different ways.</li> <li>To use a keyboard to type on a computer.</li> <li>To use the keyboard to edit text.</li> </ul>
<b>Creating Media</b>	<ul style="list-style-type: none"> <li>Use words to communicate</li> <li>Know that print has meaning</li> <li>Know that communication happens when using some technology i.e. a phone.</li> </ul>	<ul style="list-style-type: none"> <li>Match letters to sounds</li> <li>Segment CVC words</li> <li>Show purpose in technology through role play.</li> </ul>	<ul style="list-style-type: none"> <li>To use the shape tool and the line tools.</li> <li>To use a computer on my own to paint a picture</li> <li>To use a computer to write.</li> <li>To add and remove text on a computer.</li> <li>To identify that the look of text can be changed on a computer.</li> </ul>
<b>Data and Information</b>	<ul style="list-style-type: none"> <li>Identify similarities and differences in pictures, patterns, shapes and common objects.</li> <li>Learn that some things work to achieve a goal and others don't i.e. containers with holes won't carry water.</li> <li>Fix simple errors during play</li> </ul>	<ul style="list-style-type: none"> <li>Continue a repeating pattern</li> <li>Describe a repeating pattern</li> <li>Spot mistakes in a pattern</li> <li>Fix errors in play and give simple explanations.</li> <li>Make simple predictions.</li> </ul>	<ul style="list-style-type: none"> <li>To label objects.</li> <li>To identify that objects can be counted.</li> <li>To describe objects in different ways.</li> <li>To count objects with the same properties.</li> <li>To compare groups of objects.</li> </ul>
<b>Programming</b>	<ul style="list-style-type: none"> <li>Use a visual timetable to know what is happening next.</li> <li>Follow simple directions</li> <li>Understand simple routines i.e. coat on before going outside.</li> </ul>	<ul style="list-style-type: none"> <li>Use a visual timetable to plan and process the daily routines</li> <li>Follow directions involving multiple steps</li> <li>Understand the steps needed to achieve an end goal i.e. collecting belongings for home.</li> </ul>	<ul style="list-style-type: none"> <li>To combine forwards and backwards commands to make a sequence.</li> <li>To combine four direction commands to make sequences.</li> <li>To plan a simple program.</li> <li>To choose a command for a given purpose.</li> <li>To show that a series of commands can be joined together.</li> <li>To identify the effect of changing a value.</li> <li>To explain that each sprite has its own instructions.</li> <li>To use my algorithm to create a program.</li> </ul>

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PE			
	F1	F2	Year 1
Contexts	Environmental (Forest Learning, Outdoor provision, indoor provision)	Running Jumping Dancing Hopping Skipping Climbing	Football Handball Dance Gymnastics Racket Athletics
Fundamental Skills	<p>To be able to move confidently and safely in the following ways:</p> <ul style="list-style-type: none"> <li>• Walking</li> <li>• Running</li> </ul> <p>To begin to take risks through physical activities such as:</p> <ul style="list-style-type: none"> <li>• Climbing</li> <li>• Balancing</li> </ul>	<p>Developing overall body strength, coordination, balance and agility.</p> <p>Moving freely in a variety of ways, negotiating space and avoiding obstacles.</p> <p>Increasing control over a large ball</p> <p>Developing an enjoyment of physical activity</p>	<p>Exploring the fundamentals of movement;</p> <ul style="list-style-type: none"> <li>• Running</li> <li>• Jumping</li> <li>• Co-ordination</li> <li>• Balance</li> <li>• Agility</li> <li>• Throwing</li> <li>• Catching</li> </ul> <p>Explore an awareness of direction, level and speed.</p> <p>Copy and repeat simple sequences.</p>
Strategies and Tactics	<p>Enjoy engaging in physical activity with others.</p> <p>With support, enjoy playing team games</p> <p>Begin to collaborate with others e.g. when building</p>	<ul style="list-style-type: none"> <li>• Turn taking including waiting for a turn.</li> <li>• Following simple instructions</li> <li>• Enjoy simple actions and invasion games, recalling and then building on them in following sessions</li> <li>• Explore fine and gross motor skills through the use of simple equipment</li> <li>• Showing consideration for others when engaging in physical activity.</li> <li>• Ball skills - begin by using scarves /feathers and build up to larger, soft ball</li> <li>• Explore learning themes through physical movement,</li> </ul>	<ul style="list-style-type: none"> <li>• With guidance, participate in respect, fair play and working well with others/sportsmanship.</li> <li>• Work towards understanding basic rules of pleasurable/ purposeful activities.</li> <li>• Exploring minimal environmental changes.</li> <li>• Exploring a range of unopposed skill sets.</li> <li>• Explore fine and gross motor skills through the use of varied equipment.</li> </ul>

**EYFS to Year 1 Vocabulary Progressive Overview**

<b>Vocabulary Progression Mapping – Science</b>					
<b>Science- Foundation</b>					
face, eyes, nose, ears, mouth, chin, hair, body, grow, bones, look, see, feel, find, watch, change, time (year) month, animal, pet, zoo, insect, medicine, dangerous, safe, ill, poorly, clean, protect, dirty, sugar, vegetables, same, different, match, sort, catch, hunt, dead, alive, meat, plants, grass, home, tree, nest, dark, light, soft, hard, smooth, rough, sound, touch, hear, listen, smell, taste, weather, hot, cold, freezing, boiling, sink, float, soak, seed, soil, pot, water, flower, bud, food, plant, leaves, grow, push, pull, space, planet, moon, sun, earth, drop, big, little					
<b>Science - Year 1 – Unit 1 Humans / Autumn</b>					
human facial features	magnifying glass detailed	senses locate	sight touch	observe communicate	seasons Autumn
<b>Science - Year 1 – Unit 2 Animals</b>					
healthy/Unhealthy variety	bacteria germs	medication harmful	domestic wild mammal	animal species structure	features similar
<b>Science - Year 1 – Unit 3 Animals / Winter</b>					
living non-living	carnivores herbivores omnivores	environment suited	global climates	sort criteria	Winter temperature
<b>Science - Year 1 – Unit 4 Everyday Materials</b>					
materials texture	plastic everyday materials	distinguish object	explain group	properties difference	record information table
<b>Science - Year 1 – Unit 5 Everyday Materials</b>					
Spring daylight	accurately forecast	absorbent non-absorbent	findings porous	transparent opaque	label caption
<b>Science - Year 1 – Unit 6 Plants</b>					
experiment question	root trunk	deciduous evergreen	stem petal	signs precipitation	standard units measurement

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**Vocabulary Progression Mapping – Religious Education**

**RE- Foundation**

family, care, party, home, birthday, love, good choice, God, Special books, special places, special stories, religion, prayer, Christmas, belong, Earth, village, Blidworth, special days, different, values, special, friend, celebrate

**RE - Year 1 – Unit 1** Who celebrates what and why? Hanukah

celebrate  
tradition

Jewish

Kippur  
yad

Hanukah  
Menorah

Dreidel  
Laktes

**RE - Year 1 – Unit 2** Who celebrates what and why? Christmas

Christmas  
celebration

nativity  
Christian

God  
Jesus

Mary  
Joseph

wise men  
King Herrod

Bethlehem

**RE - Year 1 – Unit 3** In what ways are churches and synagogues are important to believers?

Church  
Synagogue

Bible  
Torah

pew  
alter

pulpit  
font

Ark,  
bimah.

**RE - Year 1 – Unit 4** Myself and Caring for Others - How do we show we care for others and why does it matter?

love  
care

rejoice

kindness  
opinion

Muslim  
Prophet Mohammed PBUH

disagree  
agree

**RE - Year 1 – Unit 5** Stories of Jesus - what can we learn about Jesus from Miracle Stories

worship

miracle

blessing

healing

God on Earth

**RE - Year 1 – Unit 6** Stories Jesus told- and what we can learn from them.

parable  
New Testament

good neighbour

wealth

heaven

sacrificed  
Easter

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**Vocabulary Progression Mapping - Art & Design**

**Art - Foundation**

line, draw, picture, dark, light, paint, colour, mix, careful, cut, tear, hard, stick, glue, press, spread, fold, bright, pattern, make, plan, decorate, shiny, stretchy

**Art - Year 1 - Unit 1 Drawing & Painting (Matisse/Kandinsky)**

drawing thickness	observation shapes	programme create	paintbrush appropriate	primary colours secondary colours	mood feelings
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**Art - Year 1 - Unit 2 Textiles & Collage (Matisse/ Jackson)**

materials collage	cut tear technique	like dislike	group fabric	weave weaving
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**Art - Year 1 - Unit 3 Printing, 3D & IT (Warhol / Jeffers)**

repeated pattern print	printing block sketch	practice textiles	clay pot forming	pinch pot texture	design decorate
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**Vocabulary Progression Mapping - Design & Technology**

**Design & Technology - Foundation**

wipe, clean, recipe, stir, mix. spread, sharp, safe, measure, weigh, knead, pour, fridge, oven, freeze, cold, hot, cool, melt, knife, chopping board, rolling pin, spoon, bowl, pan, whisk, together, build, idea, on, under, beside, behind, next to, above, strong, wobble, lean, feel, plan, make, smell, taste

**Design & Technology - Year 1 - Unit 1 Cooking & Nutrition (Gingerbread)**

clean surfaces	senses texture	pictures words	ingredients tools	decorate present	like dislike
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**Design & Technology - Year 1 - Unit 2 Textiles & Use of Materials (Key Ring - Staples)**

keyring types	textiles smooth	plan ideas	template control	join staples	position compare
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**Design & Technology - Year 1 - Unit 3 Materials & Mechanisms (Cardboard & Split Pins)**

variety accurately	moving product split pins	prototype joints	resources build	stronger strengthen	model explain
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**Vocabulary Progression Mapping - History**

**History - Foundation**

yesterday, today, tomorrow, now, old, new, baby, grown up, family, real, fact, building, church, steam train, train station, hospital, fire station, police station, bridge, design, possible, find, success, idea, local, community,

**History - Year 1 - Unit 1 Changes Within Living Memory**

past  
recent

oldest  
newest

before I was born  
baby

toddler  
growth

story  
event

correct order

**History - Year 1 - Unit 2 Significant Individual - Brunel**

significant  
individual

new/old  
a long time ago

famous  
structures

Briton  
key facts

achievements  
better

order  
range

**History - Year 1 - Unit 3 Local Study - School**

objects  
features

plausible  
use (noun)

identify  
evidence

question  
artefacts

change  
different

3Rs  
arithmetic

**Vocabulary Progression Mapping - Geography**

**Geography - Foundation**

tree, forest, grass, house, road, playground, local, community, map, globe, building, country, hot, cold, Rainworth, Blidworth, street, aeroplane, Airport, passport, boat, train, shop, park, car, pavement, village, school, same, different, crossing, England, Africa, Asia, seaside, land, sea, rockpool, ice.

**Geography - Year 1 - Unit 1 Our Locality - Village**

address  
postcode

locality

village

features  
house  
shop

community  
rural

resources

**Geography - Year 1 - Unit 2 Different Locality in UK**

United Kingdom  
country

capital city  
city  
town

county  
coastline

atlas  
globe

harbour  
beach  
cliff

scenery  
lifestyle

**Geography - Year 1 - Unit 3 Hot & Cold (Africa v Arctic)**

pole  
equator

desert  
savannah

drought  
vegetation

polar ice  
ice bergs

thermal

compare

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**Vocabulary Progression Mapping – Music**

**Music - Foundation**

instrument, song, singing, Nursery Rhyme, listen, ears, hear, noise, focus, likes, dislikes, Claves, feelings, rhyme, voice, perform, loud, quiet, long, short, fast, slow

**Music - Year 1**

Unit 1 – Classical (Pachelbels)	Unit 2 – Modern (The Beatles)	Unit 3 – Jazz (Gregory Porter)	Unit 4 – Modern (Disney)	Unit 5 – World (African Drumming)	Unit 6 – Classical (Debussy)
canon Piano	Guitar verse	Trumpet Bass Drum	lyrics sound track	stroke pattern signals	classical tempo
Unit 1 – Singing	Unit 2 – Performing (Drums)	Unit 3 – Performing (Drums)	Unit 4 – Composing (Drums)	Unit 5 – Composing (Drums)	Unit 6 – Improvising (Drums)
posture audience	percussion Dejembe	rhythm pattern	sequence compose	stimulus response	improvisation sounds

**Vocabulary Progression Mapping – RSHE**

**RSHE - Foundation**

kind, manners, friend, play, try, better, keep going, give up, look after, tidy, grow up, job

**RSHE - Year 1**

Respect / Compassion	Inclusion / Kindness / Diversity	Inspiration / Pride / Inquisitiveness	Resilience / Courage / Perseverance	Responsibility	Aspiration / Ambition
disrespect	friendship	emergency	feelings positive	permission private	earn save