

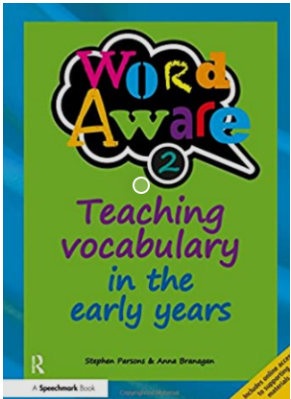
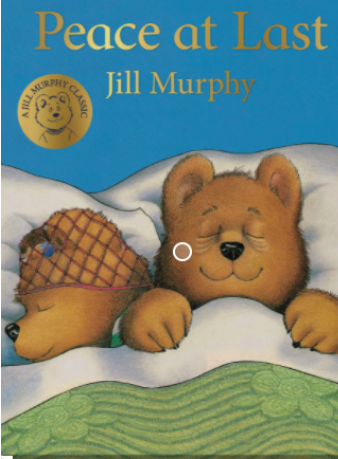


Crossley Street Primary School Early Years Curriculum


<p align="center"><u>Intent and Procedural Knowledge</u></p> <p>(What do we want the children to learn, and what are the steps in skill development?)</p>	<p align="center"><u>Implementation Ideas</u></p>	<p align="center"><u>Vocabulary</u></p>	<p align="center"><u>Key texts/rhymes/schemes</u></p>
<p>To be able to talk about their feelings and opinions</p> <ol style="list-style-type: none"> 1) To manage feelings 2) To understand their own feelings 3) To know ways to calm down when upset/angry 4) To understand the feelings of others 5) To be able to self regulate, explain reasons we have to follow rules and behave accordingly. 	<ul style="list-style-type: none"> ● Beginning of year - feelings around transition ● Ongoing - moral messages ● Empathy maps at start of year ● Zones of regulation basket of calming tools 	<p>happy sad angry sleepy worried scared shocked surprised silly timid</p> <p>Adults to model in stories and in real life: How did that make feel?</p>	 <p>The image shows three children's books. The top book is 'All about Feelings' by Sophie Henn, featuring various cartoon characters and a list of emotions. The middle book is 'What are feelings?' by Christine Fawcett, showing a crocodile in a pond with different expressions. The bottom book is 'SUPER DUPER YOU' by Sophie Henn, featuring a child surrounded by colorful icons representing different feelings and actions.</p>

<p>To be a good friend</p> <ol style="list-style-type: none"> 1) To co-operate with others 2) To negotiate rules in play, and resolve conflicts 3) To take turns 4) To be sensitive to needs of others 	<ul style="list-style-type: none"> ● Coming into school - individual greetings ● Ongoing - moral messages ● Making cards for friends 	<p>Social phrases to model, e.g.:</p> <p>Good morning, how are you? Please could you help me? Thank you for helping me/giving me the.... Have a lovely lunch! Please can I play, too? See you in the morning.</p>	 <p>'Good Morning' and 'Goodbye' songs</p>
<p>To be able to concentrate, and communicate with peers and grown ups:</p> <ol style="list-style-type: none"> 1) To focus on an activity for an extended amount of time 2) To listen to a grown up, responding to a 1 part instruction involving their name 3) To listen to a grown up, responding to a 2 part instruction involving their name 4) To be able to switch their attention when responding to a grown up, when absorbed in something else 5) To listen to what their peers say, and respond with relevant comments/questions 6) To make eye contact with the person who is speaking 7) To develop their vocabulary from their starting points, so language development is ambitious 8) To learn many multisyllabic words 9) To understand 'why' questions 10) To ask questions to clarify understanding 	<ul style="list-style-type: none"> ● Ongoing - assembly and quiet area time ● Nursery twice weekly show and tell sessions, encouraging conjunctions ● Reception Independent Learning Time Project planning and Learning Review, encouraging aspirational vocabulary ● Weekly - Word Aware rhyme (Ooh Aah, Say the 	<p>Modelling open-ended questions/statements, e.g.</p> <p>What do you think... What does it feel like? What can you hear...? How do you feel about that? How do you know...? What happened when...? Why do you think...? What else do you need? Why is this here? I need to know more about this. How did you do that? Can you tell me about... How could we make this ... stronger? If that were to happen, how would ... feel?</p>	<p>Nursery - listening rhyme</p> 

<p>11) To demonstrate listening in a small group situation</p> <p>12) To demonstrate listening in more formal situations e.g. input/assembly, ensuring listening ears are on, lips are closed, hands in a basket and children are sitting still</p> <p>13) To participate in whole class discussions, using taught vocabulary and that from stories, rhymes and poems</p> <p>14) To join sentences using conjunctions</p> <p>15) To hold conversations in back and forth exchanges</p> <p>16) To use past, present and future tenses correctly</p>	<p>Word) to encourage repetition of new vocab, which is sent to parents</p> <ul style="list-style-type: none"> • Start of year - show visuals and display listening skills, referring to them throughout 	<p>I wonder what would happen if...</p> <p>Categorise words, e.g. "it is a kind of..."</p> <p>...inspired by... feedback improve</p> <p>Sentence joining words: because and but although until when while</p>	
<p>To be independent and resilient</p> <ol style="list-style-type: none"> 1) To use the toilet independently 2) To put their coat on independently 3) To choose the right resources for what they need 4) To be able to tidy up the resources they use 5) To show confidence in learning new things 6) To use tools safely 7) To be independent in class routine, e.g. getting their milk, having a drink of water, taking off shoes and putting on wellies etc. 8) To pull zip up after adult connects at bottom 9) To understand what makes a healthy diet 10) To understand how to look after their teeth 	<ul style="list-style-type: none"> • Ongoing - coats and wellies on and off • Environment - resources arranged so ch. can access all independently, and everything has a place for ease of tidying up • Getting changed for PE - encourage independence with 	<p>healthy fit exercise bones muscles energy balanced diet hydrated pedestrian hygienic persevere/perseverance</p> <p>Learning Line vocab</p>	 <p>The image shows the front cover of the children's book 'Peace at Last' by Jill Murphy. The cover features a blue background with the title in yellow and the author's name in white. A gold circular award seal is visible in the top left corner. The central illustration depicts a brown bear wearing a red and white checkered nightgown, peacefully sleeping in a bed with white pillows and a green blanket. A small white circle is drawn on the bear's face.</p>

<p>11) To understand that physical activity is good for them 12) To zip up own coat 13) To understand what is meant by 'sensible screen time' 14) To understand the importance of sleep 15) To know what it is to be a safe pedestrian</p>	<p>buttons</p> <ul style="list-style-type: none"> • ILT Project work - ch. leading their own learning and discussing their own progress • The importance of sleep - link to nocturnal animals 	<p>Beginning black (too easy) Rough red (challenge) Growing green (developing) Brilliant blue (achieved objective)</p>	
<p>To move their body in different ways</p> <ol style="list-style-type: none"> 1) To roll 2) To crawl 3) To walk 4) To jump 5) To run 6) To hop 7) To skip 8) To climb 9) To lift 10) To carry 11) To push 12) To pull 13) To construct 14) To stack 15) To spin 16) To rock 17) To tilt 18) To fall 19) To slide 20) To bounce 21) To dance 22) To balance 23) To use large apparatus with strength 	<ul style="list-style-type: none"> • Weekly - PE lessons for Reception • Outdoor environment - climbing frame, balls of different sizes, rackets, seated spinners, seesaw, various construction materials - some to affix together or stack, balancing logs, scooter, trikes, 2 wheeler bike, balance bike • I want to ride a bike workshop 	<p>In addition to those in list:</p> <p>gallop slither follow lead copy</p>	

<p>24) To kick a ball 25) To throw a ball 26) To pass a ball 27) To aim a ball 28) To catch a ball 29) To hit a ball 30) To bat a ball 31) To ride a trike 32) To ride a scooter 33) To ride a 2 wheeler bike 34) To negotiate space and obstacles safely</p>			
<p>To use tools correctly</p> <ol style="list-style-type: none"> 1) To use a dominant hand for writing and using tools 2) To hammer 3) To weave 4) To use a tripod grip for holding a pencil, crayon, paintbrush and other mark-making tools 5) To use scissors with their thumb on the top 6) To fold paper 7) To join materials using tape and glue 8) To mix paints accurately to achieve the desired colours 9) To cross the mid-line with a paintbrush 10) To sew 11) To use a knife and fork correctly 12) To draw with accuracy 	<ul style="list-style-type: none"> ● Lunch time - using cutlery ● Environment - cutlery in areas of provision e.g. dough and home corner ● Workshop area - independent skills in joining etc. ● Learning how to draw a face at the start of the year, and step by step drawing tutorials through topic and project work ● Spaced repetition - drawing interesting things throughout year! 	<p>cut hammer weave sew cutlery tripod grip</p>	

	<ul style="list-style-type: none"> • Colour mixing at easel, and taught lessons at start of year 		
<p>To read and write using knowledge of Phonics</p> <ol style="list-style-type: none"> 1) To distinguish between environmental/animal/instrumental sounds 2) To recognise rhyme 3) To continue a rhyming string 4) To recognise the number of syllables in a word 5) To say the initial sound in a word 6) To recognise alliteration 7) To orally blend and segment CVC words 8) To recognise the grapheme phoneme correspondences of the alphabet 9) To form letters correctly, using memorable phrases 10) To blend and segment words visually 11) To recognise the grapheme phoneme correspondences of 10 digraphs/trigraphs 12) To be able to blend and segment multisyllabic words, and CCVC/CVCC words 13) To be able to read tricky words up to Phase 4 14) To be able to read a sentence 15) To be able to write a sentence that is legible to others 	<ul style="list-style-type: none"> • Daily Little Wandle Phonics session • Reading practise sessions x3 each week for all Reception children - on third read, ch. to take book home • Friezes/posters/grapheme mat in classroom and outside • Rapid interventions for those children not working at ARE 	<p>rhyme alliteration syllable digraph trigraph phoneme grapheme</p>	

To show a deep understanding of stories and poems

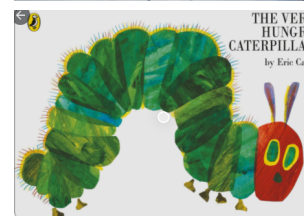
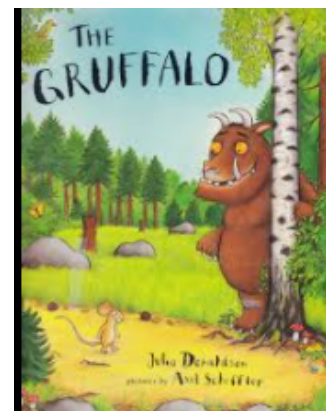
- 1) To learn traditional nursery rhymes, songs and poems
- 2) To sequence familiar events in own life
- 3) To sequence familiar stories
- 4) To act out familiar stories in pretend play, using expressive language
- 5) To use their own words in explaining what is happening in a story or poem
- 6) To predict what will happen next in a story/poem
- 7) To discuss characters' motives for their actions in a story

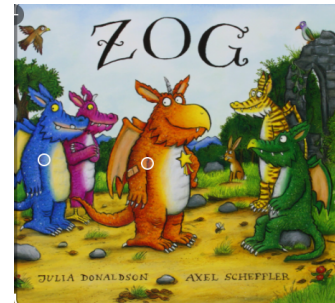
- Weekly - rhyme of the week
- Recite rhymes and poems for termly shows
- Ongoing - choosing appropriate reading spine and 100 best reads books
- Ch. to take home a library book and a book from our class suitcase to enjoy with family each week, and discuss after
- Reading meeting for parents to show how to share a book
- Discussing past events with the children

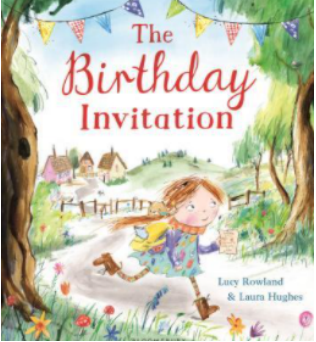
Gruffalo/Gruffalo's Child:

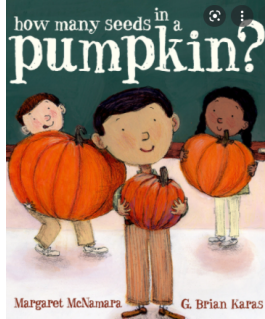
stroll
roasted
knobbly
wart
feast

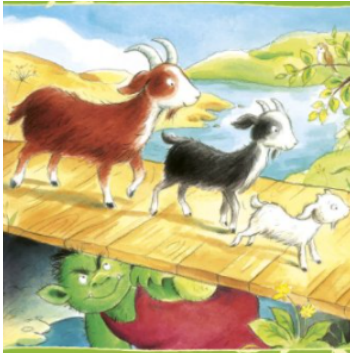
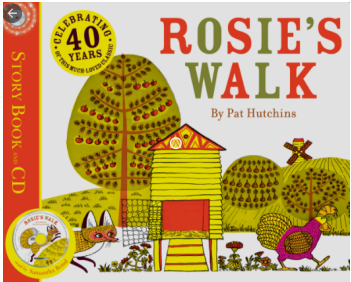
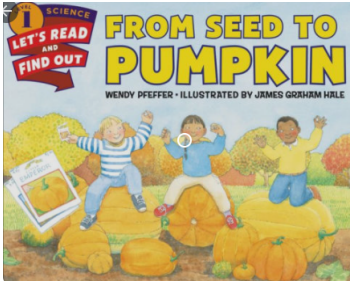
Other story words:
caterpillar
enormous
forest
roar
invitation

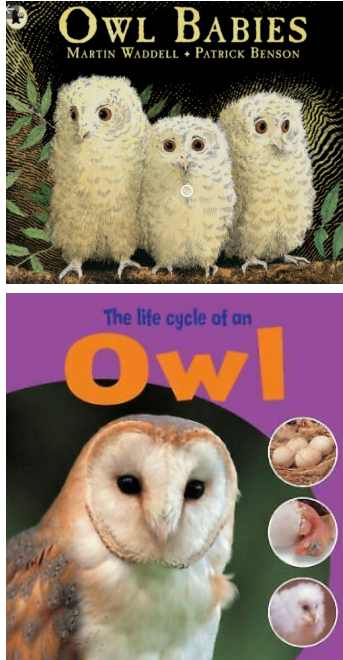
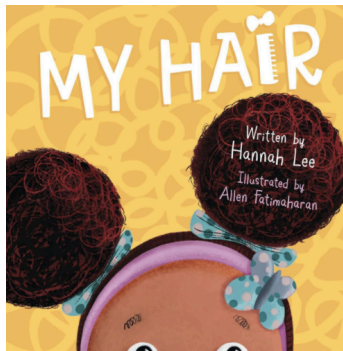





			
<p>To understand the use of print</p> <ol style="list-style-type: none"> 1) To handle a book carefully 2) To know that print carries meaning 3) To know the different reasons print is used 4) To know where the text is in a book 5) To know that we read from left to right, and top to bottom 6) To know where to begin a book, and turn the pages the correct way 7) To know the names of the different parts of a book 8) To know what a word is, and that some are longer than others, with finger spaces before or after 9) To write name with a capital letter, followed by lower case 10) To understand the use of capital letters and full stops 	<ul style="list-style-type: none"> ● Weekly - rhyme of the week ● Recite rhymes and poems for termly shows ● Ongoing - choosing appropriate reading spine and 100 best reads books ● Ch. to take home a library book to enjoy with family each week, and discuss after ● Reading meeting for parents to show how to share a book 	<p>cover author title page number Illustrator text finger space</p>	

<p>To show a deep understanding of numbers to 10, and count beyond 20</p> <ol style="list-style-type: none"> 1) To subitise to 3 2) To use counting fingers to 5 3) To count out 5 items using 1:1 correspondence, and match correct numerals to 5 4) To recite numbers past 5 5) To understand the cardinal principle - that the last number in the count is the total 6) To estimate, then count 7) To understand ten frames, and how the numbers are shown 8) To know how to show numbers all at once to 10 on their fingers 9) To know how to record quantities, e.g. tallies, dots, numerals 10) To know 1 more/less than a number to 10 11) To subitise to 5 12) To know number bonds to 2, 3, 4 and 5 13) To know number bonds to 10 14) To know even and odd numbers to 10 15) To know doubles to 10 16) To verbally count beyond 20 	<ul style="list-style-type: none"> • Environment - 10 frames in many areas for tidy up time • Routines - self registration and recognition board all show 3 ten frames to represent class • Daily maths input where rapid recall of number facts is encouraged 	<p>Counting words in stories, e.g. "Once upon a time..."</p> <p>more than... less than.... ...than... fewer... the same as... equal to....</p>	
<p>To recreate patterns</p> <ol style="list-style-type: none"> 1) To extend an ABAB pattern 2) To notice errors in an ABAB pattern 3) To create an ABAB pattern 4) To extend, recreate and create ABB and ABBC patterns 	<ul style="list-style-type: none"> • Using lightbox to put patterns on, e.g. dried fruit, different coloured gemstones 	<p>pointy spotty blobs</p>	

<p>To recognise 2D and 3D shapes, and understand measure</p> <ol style="list-style-type: none"> 1) To make pictures using interlocking shapes and pattern blocks 2) To use positional language 3) To match objects to templates 4) To sort circles, squares, rectangles and triangles 5) To name circles, squares, rectangles and triangle 6) To compare length, weight and capacity 7) To sort cubes, cuboids, cylinders and spheres 8) To name cubes, cuboids, cylinders and spheres 9) To recognise prisms, e.g. triangular (and cuboids and cylinders) 	<ul style="list-style-type: none"> • Using shapes in maths area • Jigsaws • Tidy-up time - matching objects to templates • Weight - scales in dough area • Capacity - containers of various capacities in water area • Positional language - outside, sweeping leaves etc. 	<p>Shape: sides corners straight flat round sharp corner pointy curvy</p> <p>Directionality: between up down round back in front of behind</p>	 <p>The Three Billy Goats Gruff</p>  <p>CELEBRATING 40 YEARS OF THE ORIGINAL STORY STORY BOOK - CD ROSIE'S WALK By Pat Hutchins</p>
<p>To understand the natural world around them</p> <ol style="list-style-type: none"> 1) To use our senses to explore our environment 2) To recognise plants and animals 3) To recognise the features of some creatures 4) To talk about why some natural processes happen 5) To talk about the changes in the weather 6) To talk about the changes in seasons of the year 7) To understand the life cycle of a plant or animal 	<ul style="list-style-type: none"> • Friday baking - change of state of matter • Spaced repetition - drawing pictures of animals and plants • Study of different creatures, e.g. sea, jungle, farm, minibeasts 	<p>Parts of a flower - stem, leaf, roots, flower</p> <p>Materials - dissolving, drying, evaporating</p> <p>Senses - texture</p>	 <p>1 SCIENCE LET'S READ AND FIND OUT FROM SEED TO PUMPKIN WENDY PFEFFER - ILLUSTRATED BY JAMES GOSHAM HALE</p>

<p>8) To learn about animal habitats 9) To know how to respect and care for living things and our world 10) To recognise natural and man-made materials 11) To discuss the properties of materials 12) To know how to change materials by using forces 13) To understand change in state of matter</p>	<ul style="list-style-type: none"> • Construction area - properties of materials prompts • Autumn - nocturnal animals (making an animal habitat, e.g. owl) • Spaced repetition throughout year - using clay, e.g. clay face (sphere), Diva lamp, making poppies 		
<p>To understand their place in the world</p> <p>1) To talk about their own culture, and family 2) To discuss a variety of professions and how they help us 3) To know where they live, and about their local area 4) To understand the difference between their environment and that of a contrasting place 5) To know what is meant by the word 'past', compared to the present 6) To have an understanding of things that have happened before they were born</p>	<ul style="list-style-type: none"> • Dinosaurs in small world • Display in the classroom - 'Where in the World?' • Celebrating diversity - black history month, Diwali, Chinese New Year • Key events such 	<p>Dinosaur names (listed in dinosaur area)</p>	

<p>7) To have an understanding of different countries, ethnicities and cultures 8) To talk about their hopes for the future 9) To begin to read and create maps</p>	<p>as Remembrance Day</p>		
<p>To perform in songs, poems, rhymes, and in role play</p> <ol style="list-style-type: none"> 1) To join in pretend play 2) To sing songs and nursery rhymes 3) To use a singing voice, rather than shouting 4) To pitch match a song 5) To recite poems 6) To play instruments with control 7) To keep a steady beat, either by singing, 	<ul style="list-style-type: none"> • Termly performances and nativity • Rhyme of the week • Home corner play 	<p>percussion tambourine</p>	

tapping knees or playing an instrument			
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