

Early Years Curriculum – Little Pines

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme title	It's All About Me!	Sing a rainbow	Pet Corner	We're all going to the zoo...	We're On the Move	The Great Outdoors
Key questions	<p>How do we feel today? What makes us happy? What makes us sad? What's our favourite...? What do we dislike? Family questions?</p> <p>Discussing similarities and differences between us all.</p>	<p>Do we know our colours? <i>Red, Yellow, Pink, Green, Orange, Purple and Blue</i> What weather is it today? What happens in each season? What do we need to wear in different weathers?</p> <p>Recapping similarities and differences between us all.</p>	<p>Do you have any pets? What animals make a good pet? How do we care for pets? What do pets need?</p>	<p>What animals do we know? What sounds do they make? What animals do we like? What animals have we seen before?</p>	<p>How do you travel to school? Can you tell me modes of transport? Have you been on _ ?</p>	<p>What Seasons do you know about and what order are they in? What can we plant and different times of the year? What's the weather like in the different seasons? What do you notice about the different things you see in nature? What bugs can we find, what do they look like?</p>
Communication & Language – Listening, Attention and Understanding Speaking	<p><u>Talk4Writing:</u> Five Little Monkeys</p> <p><u>Poetry Basket:</u> Chop Chop Wise Old Owl</p>	<p><u>Talk4Writing:</u> Brown Bear Brown Bear</p> <p><u>Poetry Basket:</u> Falling Apples Breezy Weather</p>	<p><u>Talk4Writing:</u> I Hear</p> <p><u>Poetry Basket:</u> I Can Build a Snowman Carrot Nose</p>	<p><u>Talk4Writing:</u> Dear Zoo</p> <p><u>Poetry Basket:</u> Hungry Birdies Mrs Bluebell</p>	<p><u>Talk4Writing:</u> The Wheels on the Bus</p> <p><u>Poetry Basket:</u> Dance</p>	<p><u>Talk4Writing:</u> The Very Busy Spider</p> <p><u>Poetry Basket:</u> Sliced Bread</p>
	<ul style="list-style-type: none"> - Can find it difficult to pay attention to more than one thing at a time. - Use a wider range of vocabulary. - Sing a large repertoire of songs. 	<ul style="list-style-type: none"> - Enjoy listening to longer stories and can remember much of what happens. - Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" - Use longer sentences of four to six words. 	<ul style="list-style-type: none"> - Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". - Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 			

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	<ul style="list-style-type: none"> - Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” 		<ul style="list-style-type: none"> - Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. - Can start a conversation with an adult or a friend and continue it for many turns. 		<ul style="list-style-type: none"> - Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. - May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’. 	
Personal, Social and Emotional Development – <i>Self-Regulation, Managing Self, and Building Relationships</i>	<ul style="list-style-type: none"> - Increasingly follow rules, understanding why they are important. - Become more outgoing with unfamiliar people, in the safe context of their setting. - Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. - Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person. 		<ul style="list-style-type: none"> - Do not always need an adult to remind them of a rule. - Show more confidence in new social situations - Begin to understand how others might be feeling. 		<ul style="list-style-type: none"> - Develop appropriate ways of being assertive. - Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. - Play with one or more other children, extending and elaborating play ideas. - Develop their sense of responsibility and membership of a community. 	
Physical Development - <i>Gross Motor Skills</i>	<ul style="list-style-type: none"> - Go up steps and stairs, or climb up apparatus, using alternate feet. - Start to eat independently and learning how to use a knife and fork. - Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. 		<ul style="list-style-type: none"> - Skip, hop, stand on one leg and hold a pose for a game like musical statues. - Use large-muscle movements to wave flags and streamers, paint and make marks. - Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. - Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. 		<ul style="list-style-type: none"> - Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. - Start taking part in some group activities which they make up for themselves, or in teams - Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. 	

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			<ul style="list-style-type: none"> - Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. - Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing 			
Physical Development - Fine Motor Skills	<ul style="list-style-type: none"> - Use one-handed tools and equipment, for example, making snips in paper with scissors. - Use a comfortable grip with good control when holding pens and pencils. - Show a preference for a dominant hand. 					
Literacy - Key Texts	Pie Corbett Text: You Choose	Pie Corbett Text: Brown Brear, Brown Bear	Pie Corbett Text: Where's Spot?	Pie Corbett Text: Dear Zoo	Pie Corbett Text: Hug	Pie Corbett Text: The Very Hungry Caterpillar
	Key Story Time Reads: Chapati Moon by Pippa Goodhart Splash by Claire Cashmore The Gingerbread Man Charlie Cooks Favourite Book by Julia Donaldson Only One You by Linda Kranz Home by Carson Ellis		Key Story Time Reads: Patchwork Dragon by Cat Zhang I am Brown by Ashok Banker Wizard of Oz by Carly Gledhill Funny Bones by Janet and Alan Ahlberg Pink is for Boys by Robb Pearlman Old McDino Had a Farm by Becky Davies		Key Story Time Reads: Hats of Faith by Medeia Cohan-Petrolino My Mums Love Me by Anna Membrino The Three Billy Goats Gruff Peck Peck Peck by Lucy Cousins Susan Laughs by Jeanne Willis Rumble in the Jungle by Giles Andreae	
Literacy – Comprehension	<ul style="list-style-type: none"> - Engage in extended conversations about stories, learning new vocabulary. 					

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Literacy – Word Reading	<ul style="list-style-type: none"> - Understand the five key concepts about print: <ul style="list-style-type: none"> - <i>print has meaning</i> - <i>print can have different purposes</i> - <i>we read English text from left to right and from top to bottom</i> - <i>the names of the different parts of a book -page sequencing</i> - Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - <i>spot and suggest rhymes</i> - <i>count or clap syllables in a word</i> - <i>recognise words with the same initial sound, such as money and mother</i> 					
Literacy – Writing	<ul style="list-style-type: none"> - Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. - Write some or all of their name. - Write some letters accurately. 					
Mathematics – Number	<ul style="list-style-type: none"> - Use some number names spontaneously and accurately during play. - Show ‘finger numbers’ up to 5. 		<ul style="list-style-type: none"> - Develop fast recognition of up to 3 objects, without having to count them individually (subitising). - Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. 		<ul style="list-style-type: none"> - Experiment with their own symbols and marks as well as numerals. - Solve real world mathematical problems with numbers up to 5. 	
Mathematics – Numerical Patterns	<ul style="list-style-type: none"> - Show ‘finger numbers’ up to 5. - Recite numbers past 5. - Say one number for each item in order: 1,2,3,4,5 - Talk about and identify patterns around them. For example, stripes on clothes, designs on rugs. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc. - Extend and create ABAB patterns – stick, leaf, stick, leaf. - Notice and correct an error in a repeating pattern. 		<ul style="list-style-type: none"> - Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). - Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. - Compare quantities using language: ‘more than’, ‘fewer than’. - Make comparisons between objects relating to size, length, weight and capacity. 		<ul style="list-style-type: none"> - Begin to recite numbers in order to 10. - Understand position through words alone – for example, “the bag is under the table,” – with no pointing. - Describe a familiar route. - Discuss routes and locations, using words like ‘in front of’ and ‘behind’. - Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’. 	



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					<ul style="list-style-type: none"> - Select shapes appropriately – for example, flat surfaces for building, a triangular prism for a roof etc. - Combine shapes to make new ones – an arch, a bigger triangle etc - 	
Understanding the World- <i>Past and Present</i>	<ul style="list-style-type: none"> - Begin to make sense of their own life-story and family's history. 					
Understanding the World- <i>People, Culture and Communities</i>	<ul style="list-style-type: none"> - Show interest in different occupations. - Continue developing positive attitudes about the differences between people. 					
Understanding the World- <i>The Natural World</i>	<ul style="list-style-type: none"> - Use all their senses in hands on exploration of natural materials. - Explore collections of materials with similar and/or different properties. - Talk about what they see, using a wide range of vocabulary. 		<ul style="list-style-type: none"> - Explore how things work. - Plant seeds and care for growing plants. - Understand the key features of the life cycle of a plant and an animal. - Begin to understand the need to respect and care for the natural environment and all living things. - Explore and talk about different forces they can feel. - Talk about the differences between materials and changes they notice. - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 			

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Expressive Arts and Design - <i>Creating with Materials</i>	<ul style="list-style-type: none"> - Take part in simple pretend play, using an object to represent something else even though they are not similar. - Develop their own ideas and then decide which materials to use to express them. - Join different materials and explore different textures. - Draw with increasing complexity and detail, such as representing a face with a circle and including details. - Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. - Explore colour and colour-mixing. - Show different emotions in their drawings – happiness, sadness, fear etc. 		<ul style="list-style-type: none"> - Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. - Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. - Explore different materials freely, in order to develop their ideas about how to use them and what to make. - Create closed shapes with continuous lines and begin to use these shapes to represent objects. - Use drawing to represent ideas like movement or loud noises. 			
Expressive Arts and Design - <i>Being imaginative and Expressive</i>	<ul style="list-style-type: none"> - Listen with increased attention to sounds. - Respond to what they have heard, expressing their thoughts and feelings. 		<ul style="list-style-type: none"> - Remember and sing entire songs. - Sing the pitch of a tone sung by another person (‘pitch match’). - Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. - Create their own songs or improvise a song around one they know. - Play instruments with increasing control to express their feelings and ideas. 			
Planned Enrichment (trips, visitors, experiences)		Hygienist visit	Vet visit		Nature Walk Plant and share month Wild Fangs	Incredible Eggs: chicks/Ducks Insect lore butterflies



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Role Play	Home corner	Garden Centre	Home Corner with Pets Vets	Jungle Zoo	Bus Station Airport	Campsite

Belonging						
Female role model focus						
British Values						
Sustainability						
Protected Characteristics						
Personal Development						



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Enrichment opportunities whole school		11B411 – Christmas Donation (Break a Record)				
Enrichment opportunities for year group						
Life Skills	I can say 'please' and 'thank you'.	I can describe how I am feeling.	I can start a conversation with a classmate.	I can follow two-step instructions.	I can explain why rules are important.	I can use the toilet independently and wash my hands afterwards.