

Hillcrest Early Years Academy - EYFS Curriculum



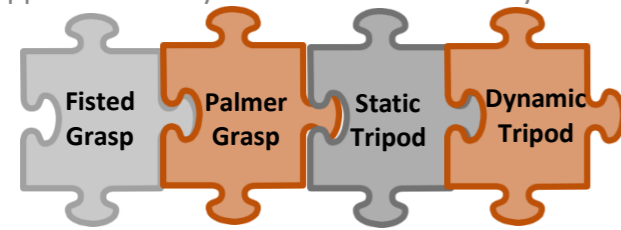
What will you discover today?



Literacy

This Curriculum supports our 2-5 year olds at Hillcrest Early Years Academy with their development in CL & Literacy and prepares pupils for the KS1 English Curriculum

Pencil Grip



Comprehension		
Nursery 1		
Pay attention and respond to the pictures or the words	Repeat words and phrases from familiar stories	Ask questions about books
Make comments and share their own ideas.	Develop play around favourite stories (using props)	
Nursery 2		
Engage in extended conversations about stories, learning new vocabulary		
Understand the five key concepts about print:		
Print has meaning	The names of different parts of a book	Print can have different purposes
Page sequencing	We read English text from left to right and top to bottom	
Reception		
Re-read books to build confidence, fluency, understanding and enjoyment	Talk about the setting of a story	Talk about key elements of stories (main character, order of events, the opening etc)
Answer questions about what I have read	Use story language in my daily play	Use my imaginative language to explain how a story might end
Know that non-fiction books provide information	Accurately describe the main events of a simple story I have read	
Early Learning Goal		
Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary	Anticipate (where appropriate) key events in stories	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play

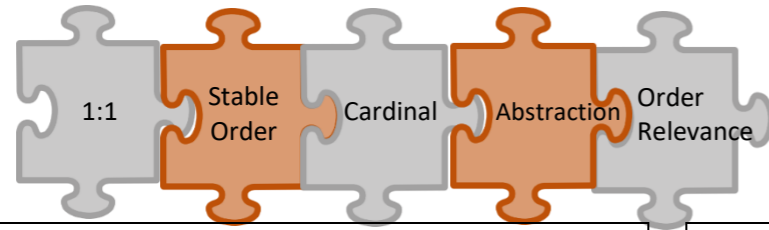
Word Reading		
Nursery 1		
Enjoy and pay attention to songs and rhymes	Joins in with songs and rhymes	Says some of the words in songs and rhymes
Copy finger movements and other gestures	Sings songs and says rhymes independently whilst playing	Enjoys sharing books with an adult
Has favourite books	Notice some print such as the first letter of their name, a bus, a door number or a familiar logo.	
Nursery 2		
Develop their phonological awareness so that they can:		
Spot and suggest rhymes	Recognise Name	Count or clap syllables in a word
Recognize words with the same initial sound	Start to orally blend some words such as sun, sock, pot, pen.	
Reception		
Read individual letters by saying the sounds for them	Blend sounds into words, so that they can read CVC words	Blend sounds into words, so that they can read CVCC/CCVC words
Read some letter groups that represent one sound (digraphs)	Read some 3 letter groups that represent one sound (trigraphs)	Read Tricky words from phase 2
Read tricky words from phase 3	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few tricky words	
Early Learning Goal		
Say a sound for each letter in the alphabet and at least 10 digraphs	Read words consistent with their phonic knowledge by sound-blending	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

Writing		
Nursery 1		
Enjoy drawing freely	Add some marks to their drawings which they give meaning to	Make marks on their picture to stand for their name.
Nursery 2		
Writes name over a model		Gives purposeful meaning to the marks they make
Writes name under a model		Write some letters accurately
Writes name	Use some of their print and letter knowledge in their early writing: writing a shopping list that starts at the top of the page; writes 'm' for mummy	
Reception		
Spell simple, phonetically regular words by identifying the sounds and then writing the sounds with letter/s		Communicate their ideas for writing verbally with confidence
To correctly form lowercase letters	Spell some tricky words	
Write short sentences		Demonstrate some understanding of how to correctly form some capital letters
To use own ideas to become independent writers	Re-read what they have written to check that it makes sense	
Early Learning Goal		
Write recognisable letters, most of which are correctly formed	Spell words by identifying sounds in them and representing the sounds with a letter or letters	Write simple phrases and sentences that can be read by others

Mathematics

This Curriculum supports our 2-5 year olds at Hillcrest Early Years Academy with their development in Number, Pattern and SS&M and prepares pupils for the KS1 Maths Curriculum

Counting Principles



Number			
Nursery 1			
Take part in finger rhymes with numbers	React to changes of amount in a group of up to 3 items	Compare amounts saying lots more or same	
Develop counting-like behaviour	Count in everyday contexts (sometimes skipping numbers)		
Nursery 2			
Fast recognition of up to 3 objects, without having to count them individually	Recites numbers past 5	Say one number for each item in order: 1, 2, 3, 4, 5	
Know that the last number reached when counting a small set of objects tells you how many there are in total ('Cardinal principle')			
Links numerals and amounts: for example, showing the right number of objects to match the numeral up to 5.			
Solve real world mathematical problems with numbers up to 5			
Show 'finger numbers' up to 5	Experiment with their own symbols and marks as well as numerals.	Compare quantities using language: more than/ less than/ fewer than	
Reception			
Count objects, actions and sounds	Subitise	Link the number symbol (numeral) with its cardinal number value	
Explore the composition of numbers to 10	Compare numbers	Estimate how many objects then count accurately	
Automatically recall number bonds for numbers 0-10			
Understand the concept of addition	Add two single digits together to find the total	Understand the concept of subtraction	Subtract one single digit from another number
Early Learning Goal			
Have a deep understanding of number to 10, including the composition of each number	Subitise (recognize quantities without counting) up to 5	Automatically recall number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts	

Numerical Patterns		
Nursery 1		
Notice patterns	Arrange things in patterns	Complete inset puzzles
Nursery 2		
Talk about and identifies the patterns around them, for example, stripes on clothes, designs on rugs and wallpaper.		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
Begin to describe a sequence of events, real or fictional, using words such as first, then...		
Reception		
Continue, copy and create repeating patterns		Extend and create complex patterns: AABAAB, ABBABB
Count beyond ten		Understand the 'one more than/ one less than' relationship between consecutive numbers
Early Learning Goal		
Verbally counting beyond 20, recognizing the pattern of the counting system	Compare quantities up to 10 in different contexts, recognizing 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

Shape, Space and Measure			
Nursery 1			
Combine objects like stacking blocks and cups	Put objects inside others and take them out again	Climb and squeeze themselves into different size of spaces	
Build with a range of resources	Compare sizes and weights using gesture		
Nursery 2			
Talk about and explore 2D shapes using informal mathematical language (sides, corners, straight, curved)		Discuss routes and locations, using words like 'in front of' and 'behind'	
Select shapes appropriately: flat surfaces for building, a triangular prism for roof etc		Combine shapes to make new ones: an arch, a bigger triangle etc	
Make comparisons between objects relating to size	Make comparisons between objects relating to length	Make comparisons between objects relating to weight	Make comparisons between objects relating to capacity
Reception			
Describe a familiar route			
Talk about and explore 3D shapes beginning to use mathematical language eg faces	Select, rotate and manipulate shapes in order to develop spatial reasoning skills	Compose and decompose shapes so that children recognize that a shape can have other shapes within it, just as numbers can	
Compare length and begin to use non-standard units to measure	Compare weight and begin to use non-standard units to measure	Compare capacity and begin to use non-standard units to measure	
Able to discuss the passing of time using the days of the week in correct sequential order	Able to discuss the passing of time using the names of the months	Able to discuss the passing of time using the seasons in correct sequential order	

Physical Development

This Curriculum supports 2-5 year olds with their development in Gross and Fine Motor control in preparation for the KS1 PE Curriculum, as well as forming part of the EYFS PSHE curriculum.

Gross Motor Skills		
Nursery 1		
Use large and small motor skills to pour drinks	Start eating independently and learning how to use a knife and fork	
Show an increased desire in wanting to be independent e.g. feed themselves and dress themselves.	Begin to show an increased level of control in terms of movement e.g. purposefully throwing a ball in a direction.	
Runs safely on whole foot		
Nursery 2		
Develop control in balancing, riding a scooter and balance bike		
Show control in rolling a ball to another person	Kick a ball	
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	
Reception		
Become more fluent in jumping, running, hopping, skipping and climbing, showing developing control and grace	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor	
Early Learning Goal		
Negotiate space and obstacles safely, with consideration for themselves and others	Demonstrate strength, balance and co-ordination when playing	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

Fine Motor Skills			
Nursery 1			
Develop manipulation and control		Explore different materials and tools	
Imitates drawing simple shapes such as circles and lines		Beginning to use the tripod grip	
Begin to show preference for a dominant hand		Shows control in holding and using jugs to pour.	
Nursery 2			
Use a range of tools to make marks, changes and experiment, for example, paint brushes, crayons, scissors, screwdrivers, spanners and cutlery			
Use fist grip	Use Palmer grasp	Use Static tripod	Use dynamic tripod
Start to eat independently and learning how to use a knife and fork and drink from a cup			
Reception			
Develop the foundations of a handwriting style which is fast, accurate and efficient		Develop their small motor skills so that they can use a range of tools competently, safely and confidently	
Early Learning Goal			
Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases	Use a range of small tools, including scissors, paintbrushes and cutlery	Begin to show accuracy and care when drawing	

Physical Provision	
Nursery 1	
Clap and stamp to music	
Begin to independently walk, run, climb and to use steps	
Sit on a push along wheeled toy, a scooter or tricycle	
Nursery 2	
Start taking part in some group activities	Make up games for a team
Use one handed tools and equipment, for example, making snips in paper with scissors	Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks
Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips	Being increasingly independent in meeting their own care needs, for example, using the toilet, washing and drying their hands thoroughly
Reception	
Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group	Develop balance and coordination in dance, gymnastics and games that they create of their own
Further develop the skills they need to manage the school day successfully: lining up and queuing; mealtimes; personal hygiene	

Physical Education	
Nursery 1	
Clap and stamp to music	
Practice using core muscles	
Use large and small motor skills to do things independently	
Nursery 2	
To be able to balance on a plank or apparatus	To move in a variety of ways across a plank or apparatus
Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm in gymnastics	
Making healthy choices about food, drink, activity and tooth brushing	
Reception	
Remember, repeat and create a sequence or pattern of movements which are related to music and rhythm	Control speed in games and change direction
Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming	
Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball	
Begin to participate in competitive team games which involve simple rules	
Know and talk about different factors that support their overall health and wellbeing: regular physical health; healthy eating; tooth brushing; sensible amounts of screen time; having a good sleep routine; being a safe pedestrian	

Understanding the World – Computing

This Curriculum supports 2-5 year olds with their development in Understanding the World and prepares pupils for the KS1 Computing Curriculum.

At Hillcrest, we feel that these pre curriculum learning objectives are of immense value to our children and we have decided to include them as a part of our Early Years curriculum to support our vision and values for ensuring children can be as fully prepared for lifelong learning as possible.

Technology	
Nursery 1	
With an adult, begin to play age-appropriate games on an IWB or tablet	
Nursery 2	
Use technology to take images/ videos of their learning	Use an IWB or tablet to play age appropriate games
Shows an interest in technological objects such as cameras or mobile phones especially in play	
Reception	
Knows that information can be retrieved from computers	Use technology to share their own learning and understanding
Find out about and use a range of everyday technology	

Online Safety	
Nursery 1	
Begin to show attention to important instructions when using technology	
Nursery 2	
Begin to be aware that not all content is suitable for them	Know to tell an adult if they feel something is not suitable for them
Reception	
Know to tell an adult if they see something on a digital device that they do not like	They are beginning to understand that they shouldn't give out any information about themselves online
Beginning to make sensible choices in order to use technology safely	

Understanding the World

This Curriculum supports 2-5 year olds with their development in Understanding the World- Past and Present, People, Culture & Communities and The Natural World. It prepares pupils for the KS1 Science, History, RE & PHSE Curriculums.

Past and Present		
Nursery 1		
Begin to make sense of their own life-story		
Nursery 2		
<i>Begin to make sense of their own life-story and family's history</i>		
Reception		
<i>Talk about members of their immediate family and community</i>	<i>Name and describe people who are familiar to them</i>	Comment on images of familiar situations in the past
Compare and contrast characters from stories, including figures from the past		
Early Learning Goal		
<i>Talk about the lives of the people around them and their roles in society</i>	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class	Understand the past through settings, characters and events encountered in books read in class and storytelling

People, Culture and Communities		
Nursery 1		
Make connections between features of their families and other families	Notice differences between people	
Nursery 2		
<i>Show interest in different occupations</i>	Continue to develop positive attitudes about the differences between people	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos
Reception		
<i>Understand that some places are special to members of their community</i>	Recognise that people have different beliefs and celebrate special times in different ways	Recognise some similarities and differences between life in this country and life in other countries
Early Learning Goal		
Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	Know some similarities and differences between different religious and cultural communities in their country, drawing on their experiences and what has been read in class	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps

The Natural World		
Nursery 1		
Explore natural materials both indoors and outdoors	Explore materials with different properties	
Explore and respond to different natural phenomenon in their setting and on trips		
Nursery 2		
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 vocabulary
Explore how things work	Plant seeds and care for growing plants	<i>Understand the key features of the life cycle of a plant and an animal</i>
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
Reception		
Draw information from a simple map	Independently explore the natural world around them	Describe what they see, hear and feel whilst outside
Recognise some environments that are different to the one in which they live	Understand the effect of changing seasons on the natural world around them	
Early Learning Goal		
Explore the natural world around them, making observations and drawing pictures of animals and plants	Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what had been read in class	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

Expressive Arts and Design

This Curriculum supports 2-5 year olds with their development in Expressive Arts and Design – Creating with Materials and Being Imaginative and Expressive.

It is preparing pupils for the KS1 Design and Technology Curriculum and supporting them in becoming creative and reflective learners who use questioning and reasoning to deepen their learning.

Creating with Materials (Art focus)		Creating with Materials (DT focus)	
Nursery 1		Nursery 1	
Start to make marks intentionally	Using 'loose parts', children develop patterns to create simple representations e.g. the face	Explore different materials using different senses to investigate them	Make simple models which express their ideas
Explore paint using fingers and other parts of their bodies as well as other tools		Manipulate and play with different materials	
Express ideas and feelings through making marks		Use their imagination as they consider what they can do with different materials	
Nursery 2		Nursery 2	
Beginning to use representation to communicate, e.g. drawing a line and saying 'that's me'	Understands that they can use lines to enclose a space and then begin to use these shapes to represent objects	Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces	Joins construction pieces together to build and balance
Draw with increasing complexity and detail, such as representing a face with a circle and including details	Creates simple representations of events, people and objects	Uses a range of construction materials	Constructs with a purpose in mind, using a variety of resources
Explore colour and colour-mixing	Choose a particular colour for a purpose	Explore different 'junk' materials freely, in order to develop their ideas about how to use them and what to make	Join different materials
Show an interest in images in the environment and begins to ask questions about art		Explore different textures	
Reception		Reception	
Explore, use and refine a variety of artistic effects to express their ideas and feelings	Return and build on their previous learning, refining ideas and developing their ability to represent them	Create collaboratively sharing ideas, resources and skills	Talk about how materials have been used to make existing objects, describe and explore these characteristics
Explore mixing colours and know how to make some colours	Use a range of mark making materials to make lines and shapes, representing their own ideas through art	Describe how they are going to build or construct	Use their own ideas to respond to investigative questions
They can confidently explain their own work	Understands what an artist does and that it can be a person's job or hobby	Talk about their design and analyse if it answers the original purpose, 'how, why and what if' questions	Talk about features of their own and others work, recognizing differences between them and the strengths of others
They look at the work of famous artists and illustrators and say what they do and do not like about it			
Early Learning Goal			

Being Imaginative and Expressive		
Nursery 1		
Show attention to sounds and music	Respond physically to music when it changes	Move and dance to music
Anticipate phrases and actions in rhymes and songs	Explore their voices and enjoy making sounds	Make rhythmical and repetitive sounds
Explore a range of sound makers and instruments	Start to develop pretend play, pretending that one object represents another	
Nursery 2		
Take part in simple pretend play, using an object to represent something else	Begin to develop complex stories using small world equipment	
Make imaginative and complex 'small worlds' with loose parts	Listen with increased attention to sounds	
Respond to what they have heard, expressing their thoughts and feelings	Remember and sing entire songs	
Sing the pitch of a tone sung by another person ('pitch match')	Create their own songs, or improvise a song around one they know	
Play instruments with increasing control to express their feelings and ideas		
Reception		
Listen attentively, move to and talk about music, expressing their feelings and responses	Watch and talk about dance and performance art, expressing their feelings and responses	
Sing in a group or on their own, increasingly matching the pitch and following the melody	Explore and engage in music making and dance, performing solo or in groups	
Develop storylines in their pretend play		
Early Learning Goal		

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	Share their creations, explaining the process they have used	Make use of props and materials when role playing characters in narratives and stories
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Invent, adapt and recount narratives and stories with peers and their teacher	Sing a range of well-known nursery rhymes and songs	Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music
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Communication and Language

This Curriculum supports 2-5 year olds with their development in Speaking, Understanding and Listening and Attention.

Listening, Attention and Understanding		
Nursery 1		
Follow instructions with 3 key words	Listen to simple stories and understand what is happening with the help of pictures	
Identify familiar objects and properties for practitioners when they are described e.g. Get Katie's coat	Understand simple questions about who, what and where	
Understand and act on longer sentences e.g. Can you make the teddy jump?		
Nursery 2		
Enjoy listening to longer stories and can remember much of what happens	Understand a question or instruction that has two parts, such as 'Get your coat and wait at the door'	Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?'
Know many rhymes	Is able to talk about familiar books	Is able to retell an event with increasing detail
Reception		
Understand how to listen carefully and why listening is important	Learn new vocabulary	Ask questions to find out more and to check they understand what has been said to them
Engage in story times	Listen to and talk about stories to build familiarity and understanding	Listen carefully to rhymes and songs, paying attention to how they sound
Learn rhymes, poems and songs	Engage in non-fiction books	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
Early Learning Goal		
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	Make comments about what they have heard and ask questions to clarify their understanding	Hold conversation when engaged in back and forth exchanges with their teacher and peers

Speaking		
Nursery 1		
Start to say how they are feeling using words as well as actions	Start to develop conversation, often jumping from topic to topic	
Develop pretend play e.g. putting the baby to sleep	Use the speech sounds p, b, m and w and pronounce: <ul style="list-style-type: none"> - l, r, w, y - F and th - S, sh, ch, dz, j - Multi-syllabic words such as banana and computer 	
Putting 2-3 words together	Frequently asking questions	
Nursery 2 (May continue to confuse tenses or plurals/ pronouncing r, j, th, ch and sh and multisyllabic words)		
Use a wider range of vocabulary, including 'and' and 'because'	Sing a large repertoire of songs	Use sentences of at least four to six words
Can start a conversation with an adult or a friend	Can continue a conversation initiated by another person	Can start and then continue a conversation with an adult or a friend
Use talk to organise themselves and their play: 'Let's go on a bus... you sit there... I'll be the driver'	Responds to organisation by others within their play	
Reception		
Use new vocabulary through the day	Articulate their ideas and thoughts in well-formed sentences	Connect one idea or action to another using a wider range of connectives
Describe events in some detail	Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen	Develop social phrases
Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words	Use new vocabulary in different contexts	
Early Learning Goal		
Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate	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

Personal, Social and Emotional Development

This Curriculum supports 2-5 year olds with their development in PSED. It is preparing the children for their discreet learning in PSHE and RSE in Key Stage One and is linked to the whole school PSHE curriculum.

Self- Regulation		
Nursery 1		
Safely explore emotions beyond their normal range through play and stories		
Talk about their feelings in more elaborate ways e.g. I'm sad because...		
Nursery 2		
Begin to understand how others might be feeling	Develop appropriate ways of being assertive	Talk with others to solve conflicts
Select and use activities and resources, with help when needed. This helps to achieve a goal they have chosen, or one which is suggested to them		Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'
Reception		
Express their feelings and consider the feelings of others	Identify and moderate their own feelings socially and emotionally	Think about the perspectives of others
Early Learning Goal		
Show an understanding of their own feelings and those of others, and begin to regulate their behavior accordingly	Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate	Give focused 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

Managing Self		
Nursery 1		
Grow in independence rejecting help	Learn to use the toilet with help and then independently	
Beginning to show effortful control e.g. waiting for a turn		
Being increasingly able to talk about and manage their emotions		
Nursery 2		
Become more outgoing with unfamiliar people, in the safe context of their setting	Show more confidence in new social situations	Increasingly follow rules, understanding why they are important
Do not always need an adult to remind them of a rule		
Reception		
See themselves as a valuable individual	Show resilience and perseverance in the face of challenge	Manage their own needs
Early Learning Goal		
Be confident to try new activities and show independence, resilience and perseverance in the face of challenge	Explain the reasons for rules, know right from wrong and try to behave accordingly	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

Building Relationships		
Nursery 1		
Develop friendships with other children		
Notice and ask questions about differences		
Build relationship with key practitioner		
Nursery 2		
Develop their sense of responsibility and membership of a community	Play with one or more other children, extending and elaborating play ideas	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
Reception		
Build constructive and respectful relationships	Identify similarities and differences between self and their peers	Can identify their own strengths as well as the strengths they can see in others
Early Learning Goal		
Work and play cooperatively and take turns with others	Form positive attachments to adults and friendships with peers	Show sensitivity to their own and to others' needs

