# Cherrywood Community Primary School: Early Years Curriculum 2022

At Cherrywood, our Early Years Curriculum is engaging and meaningful to our children. Our curriculum is largely play based, with some short whole class and group sessions. Children are encouraged to be confident, independent learners who can make their own decisions. Our environment is planned carefully, taking into account the needs and interests of the children. Our day to day planning is heavily focused on the children's next steps which are identified through strong adult interaction and observation of the children's child-initiated play. Topics are chosen careful to engage children, building on areas of interest and providing experiences that enhance their everyday life opportunities. Our environment enables children to apply what they have learnt to real life contexts, taking ownership of the direction of their learning. We are committed to supporting the personal, social and emotional development of children; developing strategies to improve resilience and a positive approach to challenge. Our vision is that all children are confident and curious learners, who are ambitious and strive to be the best that they can be.

| **Curriculum Intention** | | | | | | |
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| **School Values** | **Curiosity** | **Resilience** | **Respect** | **Team Work** | **Integrity** | **Ambition** |
| School Curriculum Values | We expect children at Cherrywood to be active participants in their learning, posing and responding thoughtfully to questions. The importance of reading for a purpose (to expand their thinking) as well as for pleasure goes hand in hand with this search for knowledge. | We promote learning from difficulty, recognising that mistakes are opportunities to learn and struggle is the way to build confidence. We want children to use their skills of reasoning to recognise the impact of their actions and to use this knowledge in the future. | The diversity of the school community is celebrated with an expectation of all to show respect for themselves, others and the world around them. | Effective communication is the key to successful team work. With a focus on developing a rich vocabulary and the skills to communicate in a range of ways, children are equipped to take part in collaborative learning. | We aim to develop citizens of the future who demonstrate British Values, having a clear understanding of right and wrong and an awareness of the importance of their contributions to the community. | We want children at Cherrywood to have pride in their achievements combined with a desire to be the best they can, both through their educational journey and in their career choices. |
| What does this look like in Early Years? | Children will be active learners in the inside and outside environment, taking charge of their learning. They will learn to respect the environment and talk about ways to protect it. | Children will understand and learn language to be able to express how they are feeling. Children are equipped with different strategies to keep calm and are encouraged to be resilient when facing challenge. | Children are open to learning about different cultures, races, religions and believes and respect all of these. Children are excited to share and celebrate their own and each other's cultures. | Children will thrive when working together as a team as a team and through adult modelling will be able to respectfully hold a conversation. They will be helpful and kind towards their peers and teachers. | Children are sensible learners and can confidently make the right choices. When they make a mistake they are honest and learn from it. | Children are proud to show off their achievements and can talk about creations they have made. They are reflective, and can talk about what they could do to improve their learning to be the best that they can be. |
| EYFS curriculum Goals | **I am curious about the world around me** | **I keep trying, even when things get difficult** | **I respect my peers and teachers by being a good listener** | **I can work together with my friends, confidently sharing my ideas and listening to others ideas too.** | **I know the importance of telling the truth, even when it's difficult to** | **I always try my hardest and be the best I can be** |

| **Educational program specific goals** | | | | | | |
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| **Personal, Social & Emotional** | **Communication & Language** | **Physical Development** | **Literacy** | **Mathematics** | **Understanding the World** | **Expressive Arts & Design** |
| ❖ I can interact appropriately with my friends and teachers, being confident to share my ideas and listening to others<br>❖ I don't give up when things get tough and know strategies to help me with my emotions | ❖ I can follow an instruction<br>❖ I can listen to, retell and talk about stories I have heard | ❖ I understand the importance of a healthy body and mind<br>❖ I can co-ordinate by body effectively | ❖ I can read and understand simple sentences<br>❖ I can re-tell my favourite stories<br>❖ I can independently write a simple sentence | ❖ I can make and use my numbers to 10<br>❖ I can use mathematical language to compare size, weight, capacity | ❖ I celebrate my own and others cultures<br>❖ I can talk about the natural world around me | ❖ I can use my imagination and creativity in different ways<br>❖ I am reflective about my work and can talk about how I can improve it |

**This is a flexible curriculum that will be adapted each year, depending on the needs of the cohort. Using our knowledge of child development, knowledge about each child and their interests, each year the curriculum will be adapted and tailored to the current class. In order to fully experience and benefit from this curriculum, we know that children need strong Personal, Social and Emotional skills. Similarly, Communication and Language skills are vital and therefore these aspects underpin our whole curriculum and are not taught as separate 'subjects'.**

| Educational program | Autumn 1<br>What is it like to be me? | Autumn 2<br>Let's celebrate! | Spring 1<br>People who help us | Spring 2<br>Once upon a time | Summer 1<br>What's changed? | Summer 2<br>All creatures great and small |
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| **Reading**<br><br>***(Alongside RWI for phonics)*** | ❖ Enjoying stories<br>❖ Learning how to independently look at books<br>❖ Understanding that text has meaning | ❖ Understanding non-fiction texts<br>❖ Atlas – around the world | ❖ How to gather information from a non-fiction book<br>❖ Singing/chanting nursery rhymes from memory | ❖ Predicting what will happen next<br>❖ Suggesting an alternative ending<br>❖ Re-telling stories with detail<br>❖ Comparing alternative fairy tales | ❖ Poems<br>❖ Sharing our favourite stories and why<br>❖ Non-fiction texts – growing | ❖ Comparing stories – what is similar and different<br>❖ Developing a story-teller voice using expression |
| **Key texts**<br><br>***(Children will be read many more stories depending on interests/where the learning goes but these are the key texts covered each topic)*** | ❖ Harry and the dinosaurs go to school<br>❖ How to get your teacher ready for school<br>❖ Blue kangaroo goes to school<br>❖ The things I love about school<br>❖ Dear Zoo | ❖ Diwali<br>❖ Celebrations and special days<br>❖ Let's celebrate<br>❖ The Jolly Postman<br>❖ Christmas<br>❖ The Christmas story<br>❖ Jesus Birthday | ❖ A day at the fire station<br>❖ A day at the hospital<br>❖ A day at the police station<br>❖ Busy people series– teacher, fireman, doctor, vet, police, builder | ❖ Goldilocks<br>❖ Three Little Pigs<br>❖ Jack and the Beanstalk<br>❖ Little red riding hood<br>❖ The gingerbread man<br>❖ Hansel and Gretel<br>❖ Three Billy Goats Gruff<br>❖ The little red hen<br>❖ The ugly duckling | Non-fiction:<br>❖ How Will I Grow?<br>❖ Growing up<br>❖ How my body works<br>❖ What babies used to wear<br>Fiction:<br>❖ I want to be<br>❖ Once there were giants<br>❖ Oliver's vegetables<br>❖ Titch<br>❖ Look how much I've grown | ❖ Minibeast stories<br>❖ The very hungry caterpillar<br>❖ Caterpillar butterfly<br>❖ If only<br>❖ The drop in my drink<br>❖ One tiny turtle<br>❖ Ladybird<br>❖ The odd egg<br>❖ The crunching munching caterpillar<br>❖ The teeny weeny tadpole<br>❖ Growing frogs |
| **Vocabulary** | **Rules/Routines starting school:** Please, thank you, sharing, timer, fair, kind hands, kind feet,<br>**All about me:** body: head, shoulders, arms, legs, hands, fingers, feet, toes, knees, tummy, back, skeleton, eyes, ears, nose, mouth, hair, chin, forehead, freckles, dimples, sight, smell, taste, touch, hearing, me, you, her, him, them, friend, us, mother, father, brother, sister, grandparents, baby, toddler, child, adult, teenager, older, younger, birthday, happy, sad, worried, angry, excited, surprised, embarrassed, like, dislike, same, different | **Firework night:** firework, sparkler, Guy Fawkes, fun, display, loud, bang, whizz, pop, explode, colour, crackle, watch, crowd, bonfire, light<br>**Diwali**: Diwali, festival, diva lamp, Hindu, food, gifts, New Year, lights, Rama, Sita, party, mehndi, Rangoli, sweets, cards, lamp, presents<br>**Postman/Jolly postman**: post office, letters, postman, bicycle, postcard, travel, stamp, money, cost, price<br>**Christmas**: cracker, stocking, bells, tree, star, tinsel, bauble, fairly lights, wreath, holly, mince pie, turkey, Santa, Father Christmas | **Doctor**: nurse, ambulance, 999, hospital, medicine, heart monitor, wheelchair, paramedic, thermometer, plaster, cast, bandage, syringe, x-ray, crutches, stretcher, stethoscope<br>**Fire:** Siren, fire engine, fire station, extendable ladder, fire fighter, radio, axe, helmet, fire, fire hydrant, extinguisher, hose pipe, mask, fire alarm<br>**Police**: finger print, helmet, police dog, police horse, siren, police car, torch, police station, handcuffs, protective clothing, helicopter, clues, crime scene, magnifying glass | **General:** Once upon a time, one day, suddenly, happily ever after, the end<br>**Goldilocks:** Peacefully, comfortably, rough, tempting, trespassing, size language – tiny, small, medium, big, large, enormous, little, cold, hot, right, hard, soft, porridge, ouch, yummy, bowl, chair, bed, woods/forest, house, three, bears<br>**The Three Little Pigs:** huff, puff, chin, straw, sticks, bricks, bundle, blow, build, knock, house, woods, load, meet/met, along, came across, first, second, third, at last, old<br>**Jack & the beanstalk**: Axe, castle, magic beans, climb, beanstalk, gold coins, giant, goose, cow, harp, market, cloud, crept, silently, poor | **Growing ourselves:** Body – head, shoulders, arms, legs, hands, fingers, feet, toes, back, skeleton, blood, muscles, heart, stomach. Senses – sight, smell, taste, touch, hearing. Family – Mother, father, grandfather, grandmother, sister, brother, Growing – baby, toddler, child, adult, teenager, younger, growing up. Feelings – happy, sad, worried, angry, excited, surprised.<br>**Growing plants/In the garden**: leaf, root, leaves, bud, flowers, blossom, petals, stem, tree, trunk, bark, branch, seed, bulb, grow, watering can, , soil<br>**In the past:** years ago, long ago, blackboard, penny farthing, rocking horse, today, yesterday, tomorrow, the present, past, future, day, week, month, memory, lifetime, remember | **Life cycles**: frogspawn, tadpole, froglet, frog, legs, change, water, pond, lily pad, eggs, caterpillar, cocoon, butterfly, leaf, pupa, life cycle<br>**On the farm:** farmer, barn, calf, cow, chick, chicken, lamb, sheep, piglet, pig, ducking, duck, haystack, fertiliser, harvest, grains, tractor, land, meadow, poultry, shovel, stable, sow<br>**Bugs, insects, mini-beasts:** ant, bee, beetle, butterfly, caterpillar, fly, grasshopper, habitat, head, legs, insect, ladybird, spider, snail, worm, wings |
| **Writing** | ❖ Giving meaning to marks<br>❖ Labelling self-portraits<br>❖ Verbally scribing ideas to write | ❖ Letters to father Christmas<br>❖ Invite to a Diwali party<br>❖ Invite to Nativity<br>❖ Christmas cards<br>❖ Christmas list | ❖ Police/Fire service report<br>❖ Wanted posters<br>❖ Letter writing<br>❖ Equipment lists<br>❖ Doctors reports<br>❖ Prescriptions | ❖ Story writing<br>❖ Character descriptions<br>❖ Developing awareness of audience<br>❖ Porridge making instructions | ❖ Observational writing – diary of a plant<br>❖ Writing similarities and differences<br>❖ Chronology | ❖ Recount of trip<br>❖ Letters to new teacher for transition |

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| **Physical Development** | ❖ Riding bikes and scooters – balance<br>❖ Learning the rules of apparatus<br>❖ Mark making with pens, pencils, paint brushes<br>❖ Mark making on vertical surfaces<br>❖ Putting coats and jumpers on<br>❖ How to use a knife and fork correctly<br>❖ Daily tummy time<br>❖ Daily dough gym | ❖ Skipping, hooping, dancing to music<br>❖ Waving flags and streamers during celebrations<br>❖ Learning dance moves from different cultures<br>❖ Clay pots<br>❖ Daily tummy time<br>❖ Daily dough gym | ❖ Gaining control during obstacle courses<br>❖ Adjusting speed when travelling and avoiding obstacles<br>❖ Daily dough gym | ❖ Learning how to use scissors safely and confidently<br>❖ Learning how to do my coat zip independently<br>❖ Making models with junk modelling materials<br>❖ Daily dough gym<br>❖ Bikeability | ❖ Controlled movement to music or sounds<br>❖ Clay plant pots<br>❖ Daily handwriting<br>❖ Digging in the garden | ❖ Playing PE games in teams – working together<br>❖ Daily handwriting<br>❖ Sports day<br>❖ Relays<br>❖ Independently getting changed, organising ourselves |
| **Vocabulary** | **Gross:** jump, hop, skip, walk, run, throw, catch, distance, balance, agility, co-ordination, speed, obstacles, travel, control, roll, fast, slow, dance, movement, team, relay, forwards, backwards, hold, still, move, stretch<br>**Fine**: thread, cut, draw, hold, squeeze, twist, stretch, pinch, tweezers, scooping, pouring, linking, pinching, lacing, tearing, sewing, weaving, rolling, popping, peeling | | | | | |

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| **Mathematics** | <u>Numbers 1 – 5</u><br>❖ Subertising 1-5<br>❖ Composition of number 1, 2, 3, 4 and 5<br>❖ Recognising numerals 1, 2, 3, 4, 5<br>❖ Counting up to 5 objects securely<br>❖ Representing 1, 2, 3, 4 and 5 on a 5 frame<br>❖ Finding one more and one less than 5 with objects<br>❖ Verbally counting up to 20<br><br><u>Shape, space, measure</u><br>❖ Recognising a triangle, circle, square, rectangle<br>❖ Repeating patterns | | <u>Numbers 6 – 10</u><br>❖ Subertising 1-5<br>❖ Composition of number 6, 7, 8, 9 and 10<br>❖ Recognising numerals 6, 7, 8, 9 and 10<br>❖ Placing numbers 1 – 10 in order<br>❖ Counting up to 10 objects securely<br>❖ Representing 6, 7, 8, 9, 10 on a 10's frame<br>❖ Finding one more and one less than 10 with objects<br>❖ Verbally counting up to 20<br><br><u>Shape, space, measure</u><br>❖ Properties of shapes: triangle, circle, square, rectangle | | ❖ Odds and evens<br>❖ Recalling<br>❖ Double facts<br>❖ Number bonds to 5 (Including subtraction facts)<br>❖ Number bonds to 10 for those ready<br>❖ Distributing quantities evenly<br>❖ Verbally counting up to 100, recognising the pattern of number<br>❖ Verbally counting backwards from 10<br><br><u>Shape, space, measure</u><br>❖ Symmetry<br>❖ Days of the week | |
| **Mathematical vocabulary** | Number names, count, count on, count back, count to, before, after, more, less, many, few, fewer, fewest, smaller, smallest, equal to, same as, odd, even, numeral, compare, size, between, next to, halfway, add, plus, make, sum, total, altogether, double, half, subtract, take away, share, minus, forwards, backwards, divide, full, empty, holds, container, weighs, balance, heavy, heavier, heaviest, light, lighter, lightest, scales, time, days of the week: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday. Seasons: Winter, Spring, Autumn, Summer, weekend, birthday, holiday, morning, afternoon, evening, night, bedtime, over, under, above, below, top, bottom, outside, inside, front, back, far, further, close, number line, number track, 100 square. | | | | | |

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| **Understanding the World** | ❖ All about me<br>❖ Past and present<br>❖ Homes and houses – differences<br>❖ Weather – falling leaves<br>❖ E-safety | ❖ Different celebrations – Where in the world<br>❖ Diwali<br>❖ Firework night<br>❖ Christmas<br>❖ Weather-leaves<br>❖ E-safety | ❖ Freezing water<br>❖ E-Safety<br>❖ Weather – keeping safe in the cold | ❖ Easter<br>❖ Measuring plants – beanstalk<br>❖ Make a beanstalk that will hold a castle<br>❖ E-Safety | ❖ Growing<br>❖ Food from different places<br>❖ Drawing/talking about plants grown in the garden<br>❖ Measuring plants/comparing<br>❖ E-Safety | ❖ Comparing/sorting animals<br>❖ Where animals come from<br>❖ Farm trip<br>❖ E-Saftey<br>❖ Weather – keeping safe in the sun |
| **Understanding the World vocabulary** | Summer, Winter, Autumn, Spring, day, daytime, wind, rain, sleet, hail, fog, cold, sun, hot, Hard, soft, stretchy, stiff, shiny, dull, rough, smooth, bendy, waterproof, absorbent, wood, plastic, metal, water, fabric, properties, materials, living, dead, never alive, habitats, food chain, shelter, seashore, woodland. | | | | | |
| **Cooking** | Melting chocolate – crispy cakes | Toasting<br>Food tasting – around the world food | Smoothies/juices | Eggs in different forms – humpty dumpty<br>Porridge – Goldilocks | | Making ice pops |

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| **Expressive Art & Design** | ❖ Self portraits<br>❖ Finding our way around the classroom<br>❖ How to use basic art materials – pens, paper, glue, scissors | ❖ Firework painting: colour mixing<br>❖ Diwali – Rangoli patterns<br>❖ Diwali clay lamps<br>❖ Drawing maps<br>❖ Nativity performance<br>❖ Carol concert<br>❖ Christmas cards<br>❖ Post office role play | ❖ Making an emergency service vehicle<br>❖ Police, fire station, doctor role play<br>❖ Finger print painting<br>❖ 'People who help us' puppets | ❖ Role play from stories: Three bears, Goldilocks, Jack and the Beanstalk.<br>❖ Large scale construction – making a castle, cottage<br>❖ Singing the Goldilocks song and adding instruments to it<br>❖ Story mapping | ❖ Self-portraits – baby to child<br>❖ Drawing plants, comparing similarities and details at different stages of growth<br>❖ Drawings of different places around school | ❖ Butterfly painting – symmetry<br>❖ Observational drawings of plants, mini-beasts, animals<br>❖ Minibeast investigation area role play inside and outside<br>❖ Acting out different life cycles – thinking about how they feel at each stage |

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| **Trips, visitors, key experiences to enhance topics** | ❖ Walk to the post-box<br>❖ Family visitors in school<br>❖ Walk to local park<br>❖ Nature walk around school grounds – collect resources and discuss appearance weight texture etc.<br>❖ Create family picture wall in classroom and favourite toys | ❖ Diwali celebration<br>❖ Map out where we all come from on the world map<br>❖ Drawing maps for our friends to follow leading them around the classroom<br>❖ Seeing Father Christmas<br>❖ Birthday party for a teddy<br>❖ Food tasting from different countries | ❖ Visitor from a Police Officer to investigate a hook<br>❖ Finger print painting with ink pad/paint<br>❖ Treasure hunt searching for clues like police<br>❖ Visit to Mayfield Medical Centre<br>❖ Fire brigade visit<br>❖ Air ambulance visit<br>❖ Wellington Country Park trip | ❖ Easter: visit to the local church<br>❖ Hook into Goldilocks – chair broken, porridge eaten – who has been in our class?<br>❖ Making porridge and trying it – did you like it? Did you not like it?<br>❖ Building on a large scale – castle, house, cottage<br>❖ Hook for Three Little Pigs – Go on the three bears walk (wooded area on field) make a map of where we went<br>❖ Hook for Jack and the Beanstalk – Giant footprints and boots left – who has been in the classroom? | ❖ Look at photos of staff and children as babies and discuss what has changed<br>❖ Visit from a baby, what do we need to do to care for babies?<br>❖ Half an hour learning like a Victorian child – strict teacher, smart clothes, learning at tables and doing lots of writing etc.<br>❖ Planting bulbs / seeds and observing the growth. | ❖ Visit to the school pond<br>❖ Visit to a farm<br>❖ Creating a minibeast hotel in the outdoor garden<br>❖ Minibeast hunt around the school – back of field, sorting animals – e.g. how many legs?<br>❖ Spot patterns or similarities and differences between animals and minibeasts<br>❖ Watch caterpillars go into butterflies / frogspawn into frogs<br>❖ Making a home or habitat for a creature found<br>❖ Observe an apple core going brown to talk about changes |