

Our curriculum aims to provide all pupils with the opportunity to develop and nurture their knowledge, skills, language, passion for learning and resilience through life-long learning experiences; ensuring all children reach their full potential.

EYFS Statutory areas of learning	Intent – Objectives Children will be taught to;	Implement – Suggested Activities	Impact - Outcomes
<p>Communication and Language The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children</p>	<p>*Understand how to listen carefully and why listening is important. * Learn new vocabulary and use it throughout the day. *Ask questions to find out more and to check they understand what has been said to them. *Articulate their ideas and thoughts in well-formed sentences. *Connect one idea or action to another using a range of connectives. *Describe events in some detail *Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. *Develop social phrases *Engage in story times *Listen to and talk about stories to build familiarity and understanding. *Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. *Listen carefully to rhymes and songs, paying attention to how they sound. *Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>#34 Woodland wondering Links to Harvest festival, visiting the church. Developing new vocabulary. #40 Happy History Using technology and library visits to discover interesting facts and information from the past and in the present. #25 Creative Junk That’s not junk, it is a.... Fire up children’s imagination with junk modelling! #23 See it Live! Visit to a Norfolk Theatre to see a Pantomime!! #12 Brrrr...Explore the Cold! Exploring the outside environment and experiencing cold weather. Playing with snow and ice to expand knowledge and understanding of the world around them and the processes of change in the natural world. Take part in a range of science experiments using water/ice. #14 See the Stars Children to engage in open-ended activities to provide opportunities for children to investigate, raise questions and seek answers. Conversations and shared thinking to build on children’s knowledge and ideas</p>	<ul style="list-style-type: none"> • The children can participate in small group and 1:1 discussion confidently, sharing their own ideas. • Children can listen carefully during small group discussions and during whole class carpet sessions. • Children can respond to what they have heard with relevant questions and comments. • Children can share their ideas and feelings using full sentences. • Children use past and present tenses mostly correctly when speaking. • Use conjunctions such as ‘and’ and ‘because’ to connect sentences when speaking. • Children can recognise rhyme and rhythm when listen to poems and music.

<p>become comfortable using a rich range of vocabulary and language structures.</p>		<p>of the natural world, the night sky and outer space!</p> <p>#7 Making Music Experience making music throughout the curriculum and embedded into outside learning with effective use of the stage.</p> <p>#29 Pitter Patter Having fun in the rain! Children explore the outside environment during/ after wet and rainy weather. Children to enjoy jumping, splashing and dancing in the rain!</p> <p>#42 The Rough and the Smooth Exploring a variety of materials including some that are new to children – dough, clay, gloop, new foods.</p>	
<p>Personal, Social and Emotional Development Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs</p>	<p>*See themselves as a valuable individual *Build constructive and respectful relationships *Express their feelings and consider the feelings of others. *Show resilience and perseverance in the face of challenge. *Identify and moderate their own feelings socially and emotionally. *Think about the perspectives of others. *Manage their own personal hygiene *Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • regular physical activity • healthy eating • toothbrushing • sensible amounts of ‘screen time’ • having a good sleep routine • being a safe pedestrian 	<p>#1 Get to Know You Spending time with key adults in the new setting.</p> <p>#7 Making Music Experience making music throughout the curriculum and embedded into outside learning with effective use of the stage.</p> <p>#33 Home from Home Den Making!!</p> <p>#19 Growing, Little People, Plants and Things Time to rejuvenate the outdoor area with blossoming flowers and greenery!! Encourage the children to dig, pick and plant seeds and, watch them grow!</p> <p>#50 Sea and Sand Trip to a local seaside!</p> <p>#49 Grass Gazing Use the school field to lay on the grass and gaze up into the sky. What can they see? What shapes do the clouds make? Are they moving? What do they look like? What can you hear?</p>	<ul style="list-style-type: none"> • Children can manage their emotions and express how they feel. • Children can recognise how others may be feeling. • Be able to take turns. • Follow the rules and routines of the classroom and wider school. • Be confident to try new activities within the classroom and wider school. • Manage their own basic hygiene and personal needs, including going to the toilet. • Form positive relationships with children and adults in the class. • Show an understanding of the feelings and needs of others.

<p>independently. Through supported interaction with other children, they learn how to make good friendships, cooperate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>		<p>Use of Lifewise.</p> <ul style="list-style-type: none"> • Planting our food • Cities, towns, land and sea. • Gentle hands and hearts • Taking good care of myself • Being curious • Managing feelings • Sleep • The great outdoors • Trusted adults • Animals • Fire Safety • Water Safety • Follow my lead • Making mistakes • Road safety • Sharing • Marching to the beat of your own drum • Technology 	
<p>Physical Development Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their</p>	<p>*Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping • climbing <p>*Progress towards a more fluent style of moving, with developing control and grace.</p>	<p>#25 Creative Junk That's not junk, it is a.... Fire up children's imagination with junk modelling!</p> <p>#33 Home from Home Den Making!!</p> <p>#24 Hop, Skip, Jump #4 Make Your Mark A variety of mark making tools and equipment are readily available, through the classroom, for children to use as they desire.</p> <p>#18 Dance! Experiences of how Dance can promote a positive wellbeing as well as support learning in other areas.</p>	<ul style="list-style-type: none"> • Children can negotiate space and obstacles safely within the classroom and outside. • Children can demonstrate strength, balance and coordination when playing. • Children move energetically and can hop, skip, jump and balance confidently.

<p>core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>	<ul style="list-style-type: none"> *Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. *Develop their small motor skills so that they can use a range of tools competently, safely and confidently. *Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. *Combine different movements with ease and fluency. *Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. *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. *Develop the foundations of a handwriting style which is fast, accurate and efficient. *Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> • lining up and queuing • mealtimes 		<ul style="list-style-type: none"> • Children can hold a pencil effectively in preparation to be able to write fluently. • Children can comfortably and confidently use a range of tools such as scissors and paintbrushes. • Children will begin to show accuracy and care when drawing.
<p>Literacy It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language</p>	<p>*Read individual letters by saying the sounds for them.</p>	<p>#17 Hocus Pocus Potions Time to explore and experiment with mixing potions and recipes encouraging imagination</p> <p>#40 Happy History</p>	<ul style="list-style-type: none"> • Children show an understanding of what has been read to them and will join in with discussion.

<p>comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>	<p>*Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. *Read some letter groups that each represent one sound and say sounds for them. *Read a few common exception words matched to the school’s phonic programme. *Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exceptions word. *Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. *Form lower-case and capital letters correctly. *Spell words by identifying the sounds and then writing the sound with letter/s. *Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. *Re-read what they have written to check that it makes sense.</p>	<p>Using technology and library visits to discover interesting facts and information from the past and in the present. #14 See the Stars Children to engage in open-ended activities to provide opportunities for children to investigate, raise questions and seek answers. Conversations and shared thinking to build on children’s knowledge and ideas of the natural world, the night sky and outer space! #6 Rhyme Time Singing and rhyme woven into each experience and area of learning taught within EYFS. Singing and rhyming as part of our daily phonics and math’s meeting carpet session. #44 Windmills and Lighthouses Visit our local windmill. Link to stories- The lighthouse keeper. #35 Trip Trap, Trip Trap, Who’s that walking over my Bridge? Remember the story of Billy Goats Gruff? Retell the story of the Billy Goats Gruff. Visit a bridge over water. #47 Great Norfolk Baking Visit a local bakery- can children bring in small change (50p/£1) to buy a baked treat from a local bakery. #10 Sharing Books Books immersed throughout the learning environment linked to each experience as well as based on the children’s individual interests.</p>	<ul style="list-style-type: none"> • Make predictions based on what has been read so far. • Increasingly use new vocabulary that has been learnt, in their own conversations, writing and play. • Show confidence with the phonics they have learnt throughout the year. • Apply the sounds they have learnt to their reading and writing. • Enjoy sharing books with adults and other children within the class and at home. • Become confident in blending words for reading using the sounds they know. • Write recognisable letters, most of which are correctly formed. • Write simple sentences and phrases that can be read by others. • Be able to retell stories using props.
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<p>Mathematics</p> <p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>	<ul style="list-style-type: none"> *Count objects, actions and sounds. *Link the number symbol (numeral) with its cardinal number value. *Subitise *Count beyond 10 *Compare numbers *Understand the 'one more than/one less than' relationship between consecutive numbers. *Explore the composition of numbers to 10. *Automatically recall number bonds for numbers 0–5 and some to 10. *Select, rotate and manipulate shapes to develop spatial reasoning skills. *Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. *Continue, copy and create repeating patterns. *Compare length, weight and capacity. 	<p>#48 Natural Art</p> <p>Using natural resources to engage in creative and open-ended activities, inspiring a connection to nature and an appreciation of the world around them.</p> <p>#19 Growing, Little People, Plants and Things</p> <p>Time to rejuvenate the outdoor area with blossoming flowers and greenery!! Encourage the children to dig, pick and plant seeds and, watch them grow!</p> <p>#47 Great Norfolk Baking</p> <p>Visit a local bakery- speak to a baker.</p> <p>WhiteRose Maths- Early Years.</p>	<ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number. • Subitise up to 5. • Children will know number facts such as doubles and number bonds to 5 and 10 • To know odd and even numbers. • Count on and back within 10. • To count beyond 20. • Compare quantities using the vocabulary greater than, less than. • To sort, looking at similarities and differences.
<p>Understanding the World</p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting</p>	<ul style="list-style-type: none"> *Talk about members of their immediate family and community. *Name and describe people who are familiar to them. *Comment on images of familiar situations in the past. *Compare and contrast characters from stories, including figures from the past. *Draw information from a simple map. 	<p>#14 See the Stars</p> <p>Children to engage in open-ended activities to provide opportunities for children to investigate, raise questions and seek answers. Conversations and shared thinking to build on children's knowledge and ideas of the natural world, the night sky and outer space!</p> <p>#40 Happy History</p>	<ul style="list-style-type: none"> • Children will talk about the lives of their families and people close to them. • Children will be able to talk about key people in their local community that help them.

<p>important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>	<p>*Understand that some places are special to members of their community. *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. *Explore the natural world around them. *Describe what they see, hear and feel whilst outside. *Recognise some environments that are different from the one in which they live. *Understand the effect of changing seasons on the natural world around them.</p>	<p>Using technology and library visits to discover interesting facts and information from the past and in the present. #34 Woodland wondering Links to Harvest festival, visiting the church. Developing new vocabulary. #23 See it Live! Visit to a Norfolk Theatre to see a Pantomime!! #43 High Five High Five Someone who works in uniform and helps us! Let's say thank you to the doctors, nurses, paramedics, police, firefighters, dentists and all the amazing people in world who help us! #12 Brrrr...Explore the Cold! Exploring the outside environment and experiencing cold weather. Playing with snow and ice to expand knowledge and understanding of the world around them and the processes of change in the natural world. Take part in a range of science experiments using water/ice. #17 Hocus Pocus Potions Time to explore and experiment with mixing potions and recipes encouraging imagination #22 My Secret Treasures Making a 3D Treasure Box and exploring school grounds for their very own Treasures! #29 Pitter Patter Having fun in the rain! Children explore the outside environment during/ after wet and rainy weather. Children to enjoy jumping, splashing and dancing in the rain! #41 Water Feature Children to visit local water ways- The River Ouse, Willows, Santon Downham? Our school wildlife area and pond. Ensure</p>	<ul style="list-style-type: none"> ● The children will be able to talk about similarities and differences of things in the past and now based on what they have read and their own experiences. ● Children will be able to recognise and talk about the past through books and stories. ● Children discuss their homelife and family referring to family traditions and daily activities. ● Children will show knowledge of life in the UK and in other countries through books and stories. ● Children will be familiar with their immediate and local surroundings and will be able to ● Children will demonstrate respectful attitudes and behaviours towards different religious and cultural communities. ● To be able to use vocabulary to describe what we can see and hear. ● Children will be able to talk about the lives of people around them.
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		<p>children are aware of the dangers when around water and the need to keep ourselves and others safe. Allow the children to explore the waters surroundings to develop their knowledge and understanding.</p> <p>#19 Growing, Little People, Plants and Things Time to rejuvenate the outdoor area with blossoming flowers and greenery!! Encourage the children to dig, pick and plant seeds and, watch them grow!</p> <p>#50 Sea and Sand Trip to a local seaside!</p> <p>Computing</p> <ul style="list-style-type: none"> • Discovering technology • Musical algorithms • Animal sorting • Making a sandwich for Paddington 	
<p>Expressive Arts and Design The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>	<p>*Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>* Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>*Create collaboratively, sharing ideas, resources and skills.</p> <p>*Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>*Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>*Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>#17 Hocus Pocus Potions Time to explore and experiment with mixing potions and recipes encouraging imagination</p> <p>#48 Natural Art Using natural resources to engage in creative and open-ended activities, inspiring a connection to nature and an appreciation of the world around them.</p> <p>#25 Creative Junk That’s not junk, it is a.... Fire up children’s imagination with junk modelling!</p> <p>#6 Rhyme Time Singing and rhyme woven into each experience and area of learning taught within EYFS. Singing and rhyming as part of our daily phonics and math’s meeting carpet session.</p> <p>#7 Making Music</p>	<ul style="list-style-type: none"> • To be able to choose resources to meet specific requirements for their creations. • To be able to use vocabulary to describe the patterns what they are making. <ul style="list-style-type: none"> • The children will enjoy singing songs and learn actions to go with the music. • Be able to retell stories using props. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others.

	<p>*Develop storylines in their pretend play.</p>	<p>Experience making music throughout the curriculum and embedded into outside learning with effective use of the stage.</p> <p>#40 Happy History Using technology and library visits to discover interesting facts and information from the past and in the present.</p> <p>#4 Make Your Mark A variety of mark making tools and equipment are readily available, through the classroom, for children to use as they desire.</p> <p>#18 Dance! Experiences of how Dance can promote a positive wellbeing as well as support learning in other areas.</p>	
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