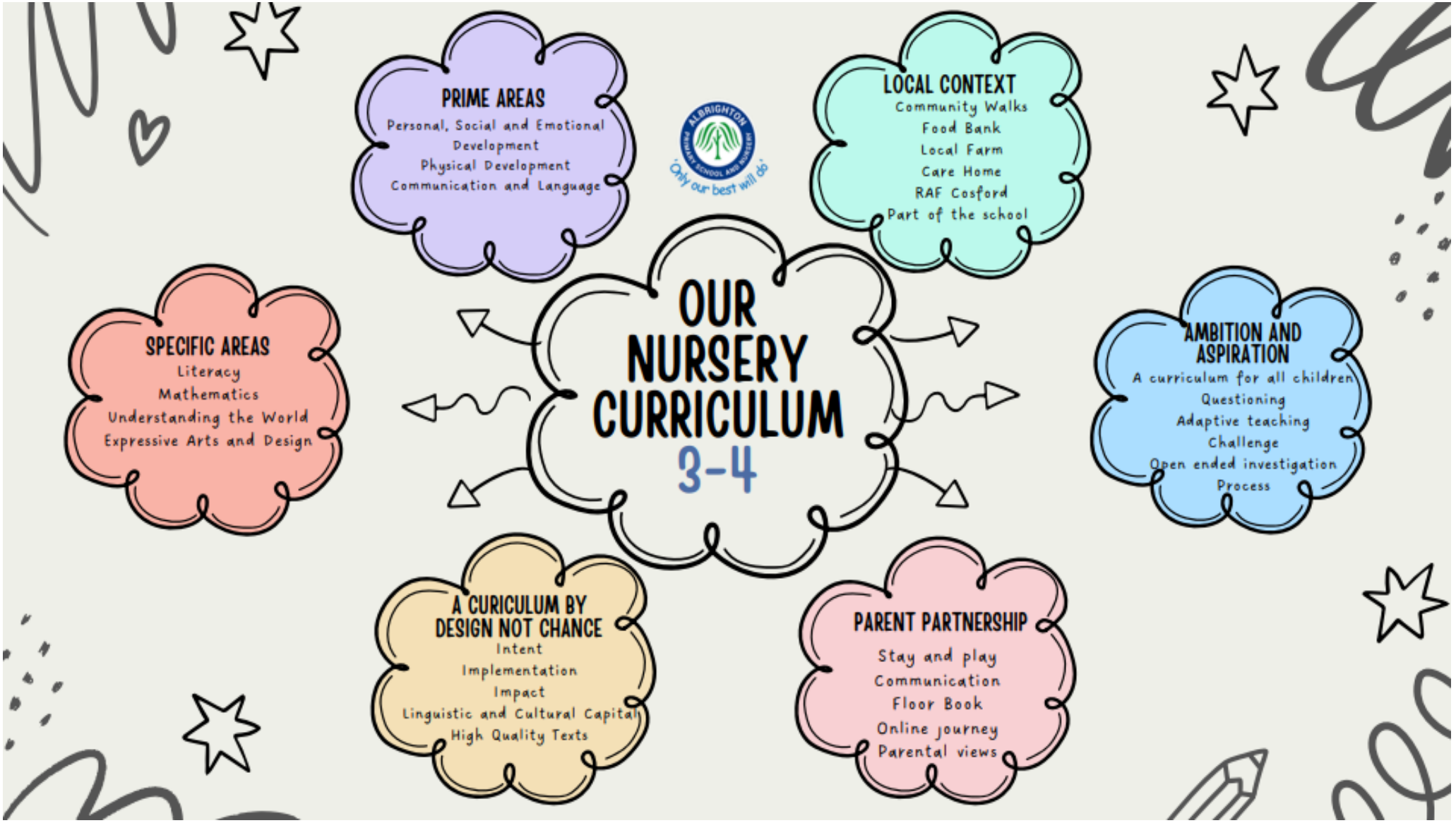


Charlotte Broughton 2024

Albrighton Primary School & Nursery

Preschool (Age 3-4) Sequenced Curriculum

Intent in EYFS

We believe that Early Years education is the foundation upon which young children build the rest of their schooling. It is a holistic education that encompasses all learning and development. Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is essential. Supportive parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up. We aim to give each child a happy, positive and fun start to their school life in which they can establish solid foundations on which to expand and foster a deep love of learning. We believe in the importance to offer each child a wide range of new and exciting experiences and give them the opportunity to consolidate, explore and test them out along with their own, individual experiences; and enable choice and decision making, fostering independence and self-confidence. Our pupils will, through encouragement and high expectations, develop to their full potential, socially, physically, intellectually and emotionally. Our curriculum is planned to ensure that children know more, remember more and can build on this learning throughout their education and beyond.

Four guiding principles should shape practice in early years:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of learning and development. Children develop and learn at different rates. The framework covers the education and care of all children, including children with SEND

Characteristics of Effective Learning advocate that in planning and guiding of children's activities, practitioners must consider the different ways that children learn, and then reflect these in their practice. A child's individual learning characteristic will determine the way they respond to both the teaching and learning taking place in the environment. Three characteristics of effective teaching and learning identified are:

- Playing and exploring - children investigate and experience things, and 'have a go';
- Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Due to children joining Nursery part way through the year with unique prior experiences, cultural capital and starting points, the curriculum is adapted and revisited to ensure that all children learn the knowledge and skills needed to ensure they know more and remember more.

Communication and Language					
Area	**Toddlers end goals (2-3)**	**Autumn Term**	**Spring Term**	**Summer Term**	**Links to Early Learning Goals – Reception**
Listening, attention and understanding	Understand and act on longer sentences. 'Find your coat. Understand simple questions 'who' 'what' and 'where'	Pay attention to more than one thing at a time. Listens carefully at story time and can retain what has been heard and recall key points. Contributes relevant comments in discussions. EAL- Is silent but understands routines (a silent period of 6 months is not unusual) Understanding words in context- snack time, sit down.	Understand a question or instruction that has two parts. Pay attention to more than one thing at a time. EAL- Watches carefully and often imitates peers May join in with other children but not speak.	Understand Why, What, When and Where. Follow complex instructions. Responds to discussions with comments and questions. EAL-Listens attentively for short periods of time. Beginning to understand yes and no and some boundaries. Follows peer example for interpretation of instructions	Listen attentively and respond what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small interactions.

Speaking	Linking up to 5 words together Use sentences with joining words 'and'	Use a wider range of vocabulary. Sing a large repertoire of songs. EAL- Communicates in home language. May rely on gesture and other non-verbal means of communication. Attempts to follow simple modelled structures in small group activity or routines.	Develop communication but may continue to have problems with irregular tenses and plurals. Use talk to organise themselves and their play. Communicate confidently with peers and adults. Uses new vocabulary. EAL- Echoes single words or phrases when modelled. Tries to copy familiar expressions. Makes a simple verbal response to a direct question.	Develop pronunciation – •Tricky sounds to focus on: r, j, th, ch and sh •Multisyllabic words Using 4 – 6-word sentences Start a conversation with an adult or a friend and continue it for many turns. Uses talk in different ways, in imaginative play, to develop thinking, to collaborate and plan with others and to express ideas. EAL- Joins in with action songs and rhymes and counting. Is beginning to use single words to express needs.	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary

Personal Social and Emotional Development

Area	Toddlers end goals (2-3)	Autumn	Spring	Summer	Links to Early Learning Goals – Reception
Self-regulation	Feel strong enough to express a range of emotions.	Aware of and talk about their feelings using words like happy, sad, angry and worried. Can focus attention on a group situation for a short period of time.	Can identify a wider range of feelings such as scared, excited, nervous, worried and joyful. Is willing to keep on trying if something is difficult or challenging.	Can label and talk about their own and others' emotions. EAL-Responds actively in small group activities verbally or non-verbally.	To understand how people show emotions. To focus during short whole class activities. To follow one-step instructions. To recognise different emotions.

		EAL-Responds with interest to activities in the setting.	EAL- Using picture cards children can point to how they are feeling.		
Managing self	Negotiate solutions to conflicts in play Learn to use the toilet with help and then independently.	Confident to access the environment with minimal support and follow the rules as part of the new routine. EAL-Mirrors the actions of other children in the setting during play activities	Makes independent choices and is confident to try new things. Follows school and class rules and can talk about their importance. Knows some ways to keep healthy. EAL- Follows routines with confidence Can select own activities with support/independently.	Manage their own basic hygiene and personal needs. Be confident to try new activities and show independence, resilience and perseverance in the face of challenges. EAL- Manages own belongings and uses toilet independently	To independently be able to -use the toilet -wash hands -put coat on -change shoes into wellies. To explore the reception classroom. To begin to understand classroom expectations and G2BG rules.
Building relationships		Can play with other children as part of a game or activity, with minimal adult support. Can take turns and share with adult support. Makes new friends and talk to adults and share news. EAL- Plays alongside children, joining in verbally or non-verbally.	Interacts with a variety of children and is building good relationships with adults and children. Can identify when another child is upset and respond appropriately. EAL- Uses gestures and sound to continue play with others. Copying them.	Can cooperate with others, listening and sharing some ideas and will listen to advice about how to solve disagreements. Uses words to solve conflicts. EAL- Willingly shares equipment in the setting with others.	To seek support from adults when needed. To gain confidence to speak to others in their class and to adults. To play with children who are playing the same activity.

				Begins to initiate play/communication with another child/adult.	
Physical Development					
Area	**Toddlers end goals (2-3)**	**Autumn**	**Spring**	**Summer**	**Links to Early Learning Goals – Reception**
Gross Motor Skills	Skip, hop and stand one leg	Has good coordination and balance when negotiating equipment. Provide balancing and movement opportunities through bikes and trikes out on the playground.	Focus on strengthening core muscles through, high table activities, outdoor play, climbing, hall apparatus and obstacle courses. Uses large construction to move and build.	Match their developing physical skills to tasks and activities. Can throw, catch, pass and kick a large ball. Able to balance on and off equipment. Can jump and land appropriately off equipment.	Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing.
Fine Motor Skills	Develop manipulation and control. Start eating independently and learning how to use a fork and spoon	Manipulative resources in continuous provision – opportunities to hold, throw, squash and squeeze. Shows a preference for a dominant hand.	Encourage a love of mark making through high interest activities, both within adult planning and continuous provision. Maintaining good control of tipping and pouring utensils.	Use tools with a comfortable grip and good control. Often choses to draw, representing recognisable shapes.	Use a range of small tools, including scissors, paintbrushes, and cutlery. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases

		Holds pencil in fingers rather than whole hand grasp.	Use one handed tool such as hammers, scissors. Adults can guide children with hand over hand help and gradually reduce this to encourage independency.		
Literacy					
Area	**Toddlers end goals (2-3)**	**Autumn**	**Spring**	**Summer**	**Links to Early Learning Goals – Reception**
Writing	Distinguish differences between the marks they make.	Talk about the marks they have created. Use drawing to represent ideas like movement or loud noises. Shows an interest in mark making. EAL-Shows interest in and responds to pictures, symbols and labels in the setting.	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. EAL-Shows developing awareness of difference between print and pictures.	Can draw with increasing complexity and detail, such as representing a face with a circle and including details. Write some letters accurately Can hear initial sounds in words. i.e. Sssssssnake Can hear words that sound the same. i.e. cat and mat EAL- Recognises own name in print.	To copy letter shapes which are familiar to them e.g. from their name, Mummy, Daddy. To give meaning to the marks they make and write. To copy taught shapes and letters. To write the initial sounds in some words. To recognise their written name (during self-registration). To orally blend and segment. To begin to know the alphabet chant. To recognise taught phonemes from Phase 2 (W3-W6) To begin to blend CVC words.

Reading	Repeat words and phrases from familiar stories. Begin to have favourite stories and rhymes	Children tune into different sounds in English by making changes to rhymes and songs. i.e. Twinkle Twinkle yellow, car. Tune into different sounds in the environment. i.e. a plane, car or fire engine	Engage in extended conversations about stories, learning new vocabulary.	Understand the five key concepts about print: • print has meaning. • print can have different purposes • we read English text from left to right and from, top to bottom. • the names of the different parts of a book. • page sequencing.	To talk about traditional tales they know. To use pictures to tell stories, to listen to stories read and engage in story time. To independently look at a book sharing ideas with a friend and holding the book the correct orientation.

Mathematics

Area	Toddlers end goals (2-3)	Autumn	Spring	Summer	Links to Early Learning Goals – Reception
Number	Can count 1-5 in order.	Have an awareness that objects and groups of objects can be counted Recite numbers in order 1-10	Develop the concept of numbers to 5, breaking these down and combing in a multitude of ways Identify numerals 1-5. Use language and know; More or less, 1 more, one less	Develop 1-1 correspondence – being able to count items individually – Not guessing. Link numerals and amounts and solve real world maths problems with numbers to 5	To recognise numbers 1-5 To begin to subitise to 5 (understanding the basic meaning of subitising) To find one more or one less within 5. To explore the composition of numbers to 5. To match the written numeral to a quantity within 5. Begin to form numbers 1 to 5. To know some addition facts to 5.

Shape, space and measure	Compare sizes and weights. Notice patterns and arrange things in patterns	Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc.	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'. Recognises a repeated pattern and is beginning to create own patterns and arrangements.	Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. Notice and correct an error in a repeating pattern. Develop a range of mathematical language to describe and compare size, shape, length, weight and position.	To sort objects against given criteria To compare length, capacity, height, weight and size To complete a repeating pattern of 2 objects or colours To recognise and name circle, square, rectangle and triangle. To begin to explore the properties of 2D shapes To make shape pictures to identify days of the week through routines and the daily calendar To sequence daily events using words related to time

Understanding the World					
Area	**Toddlers end goals (2-3)**	**Autumn**	**Spring**	**Summer**	**Links to Early Learning Goals – Reception**
People and communities	Make connections between the features of their family and other families. Notice differences between people.	Talk about the world around them and the people and places that are familiar to them.	Listens to stories about different places and is beginning to recognise that different places have different features. Knows about some celebrations and is able to talk about them. (Christmas, Diwali, Lunar moon)	Describes a journey-linking to the local community. Talks about different occupations.	To respond the question, 'How do we know these people lived in the past?' To recognise that clothing and lifestyles were different in the past to the present. To be able to talk about their own lives- family, school world, community. To recognise similarities and differences between themselves and their peers.
The world		Use all their senses in hands-on exploration of natural materials Explore collections of materials with similar and/or different properties.	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. Know that there are different countries in the world and talk about the differences they	To recognise that many of the traditional tales we know are set in the past. To recognise that the past refers to something that has already happened. To recognise that we live in the present.

				have experienced or seen in photos.	
Technology	Operate mechanical toys e.g- turn the knob on a wind up toy or pull back on a friction car.	Knows how to operate simple equipment. Shows an interest in technological toys with knobs or pulleys, or real objects.	Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.	Knows that information can be retrieved from computers.	To show an interest in technology such as IWB, ipads, toys with knobs and buttons To become familiar with the parts of the computer i.e. monitor, keyboard and mouse. Experiment with using touch screens and controlling the mouse
Expressive Art and Design					
Area	**Toddlers end goals (2-3)**	**Autumn**	**Spring**	**Summer**	**Links to Early Learning Goals – Reception**
Creating with Materials	To join materials and explore texture	Explore colour and colour mixing. Uses a range of different techniques and a variety of materials. E.g. Paint, collage.	Create closed shapes with continuous lines and begin to use these shapes to represent objects. Make some independent choices about the resources	Uses a range of tools and equipment and selects the most appropriate tool or joining material for the job.	To name colours. To create simple representations of people and objects. To explore different techniques for joining materials.

			needed and talks about creations.		To draw and colour using pencils and crayons. To use colours for a purpose. To recognise the primary colours. To understand the term, 'artist'.
Being Imaginative and Expressive	To enjoy listening to music and making sounds.	Take part in simple pretend play, using an object to represent something else even though they are not similar Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc Remember and sing entire songs.	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs	Return to and build on their previous learning, refining ideas and developing their ability to represent them. Play instruments with increasing control to express their feelings and ideas	To experiment with our own voice to sing a range of songs. To experiment with different instruments and their sounds. To talk about likes and dislikes relating to music. To create repetitive patterns using percussion instruments. To learn a range of Christmas songs.