

The Early Years Curriculum at Whitegate End Primary School

------ Adventure awaits! ------







Curriculum intent statement

WHY?

"You don't know where you're going until you know where you've been"

The foundation of Whitegate End's curriculum has been built upon the following values;

* We nurture
* We act with integrity
* We show determination

Our inclusive Curriculum provides all children with a sense of belonging and an understanding of the contribution they can make to their community and the wider world.

Our curriculum reflects the importance of play and oracy, and ensures children have the ambition and aspirations to form opinions and stand up for what they believe in.

Curriculum coverage

HOW?

The curriculum is carefully planned for and sequenced in accordance with what we know about early childhood development, ensuring we use the **right approach at the right time.**

The Characteristics of Effective learning (CoEL) are a high priority in developing children's behaviours for learning and executive function, and are introduced through the Learning Dinosaurs; Explorosaurus, Solvosaurus Rex, Pretendactyl, Pridosaur and Tryceratops. During the first half term children learn to identify the qualities of each dinosaur and adults spend much of their time within the provision; building relationships, nurturing friendships, modelling play and good communication skills, and promoting independence within the setting.

The Rainbow Challenges are initially used as a tool for embedding the CoEL. There are six challenges set each week, four of which the children have to seek out and complete within the indoor and outdoor

provision independently, and two are adult led. During the second half term the provision-based Rainbow Challenges are linked closely to the Learning Dinosaurs and give the children the opportunity to put the characteristics of effective learning (CoEL) into practice. The environment remains a priority although adults begin to deliver objective led activities as expectations of the children's independence grow.

Once the children are demonstrating a willingness to try to new things, are not afraid of failure, are able to explore solutions to their problems and show pride in their achievements The Rainbow Challenges shift focus to an observational approach. Each challenge is planned from collected observations of the children which highlight specific interests or ideas, misconceptions and needs within the setting. We aim to ensure each child 'inspires' at least one challenge each term.

When the children have become masters of the indoor and outdoor provision, adults in all areas of the unit will deliver objective led activities which include mark making and writing, a high quality text focus, maths and a 'Wonder'. 'Wonders' come from an exploration of a range of non-fiction texts where

children share any questions or 'wonders' that arise. Each week a child's wonder will be explored through an adult led activity.

Basic provision is the open-ended resources in which we provide a foundation for play. Basic provision is changed at the end of each term and is enhanced with planned play-ideas, weekly, based on observations of the children. Enhancements are also used to draw and entice children who have been identified as not 'making the most' out of the provision on offer, back in.

The learning through play approach that is embedded into the WGE curriculum, across all year groups, is based upon the 4 stages of conscience competence (see appendix 1) and is designed to give children the opportunity to practise resilience.

At WGE we ensure that children are given opportunities to retrieve their knowledge from past learning and is built into everyday practise.

Autumn one

Nursery						
C&L	PSED	PD	Lit	Math	UW	EAD
Sing a large repertoire of songs. Enjoy listening to stories and can remember much of what happens.	Increasingly follow rules, understanding why they are important.	Choose the right resources to carry out their own plan Use large-muscle movements to wave flags and streamers, paint and make marks. Go up steps and stairs, or climb up apparatus, using alternate feet.	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	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising') Say one number for each item in order: 1,2,3,4,5. Recite numbers past 5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').	(Aut 2)	Take part in simple pretend play, using an object to represent something else even though they are not similar Explore different materials freely, to develop their ideas about how to use them and what to make. Listen with increased attention to sounds.
Reception						
C&L	PSED	PD	Lit	Math	UW	EAD
Learn new vocabulary. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound.	Manage their own personal hygiene	Progress towards a more fluent style of moving, with developing control and grace. Further develop the skills they need to manage the school	Read individual letters by saying the sounds for them Blend sounds into words, so that they can read short words made up of known	Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. Subitise.	(Aut 2)	Develop storylines in their pretend play Explore and engage in music making and dance, performing solo or in groups

Understand how to listen carefully and why listening is important Develop social phrases		day successfully: - lining up and queuing – mealtimes Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor	letter-sound correspondences. **Read words consistent with their phonic knowledge by sound-blending.**	Count beyond ten.		
			Stage of writing process	Power Maths		
			Stage 1: Gross motor skills Stage 2: Bilateral integration	Have a deep understanding of number to 10, including the composition of each number. Subitise up to 5.		

Topic	Texts	Nursery objectives covered	Reception objectives	Notes/Ideas	Vocab
We are Bucket Fillers! (including Dinosaur Learning)	Have You Filled a Bucket Today? Carol McCloud The Smeds and The Smoos, Julia Donaldson Freddie and the Fairy, Julia Donaldson The Lion inside, Rachel Bright Ruby's Worry, Tom Percival Augustus' Smile, Catherine Rayner The Ugly Duckling Elmer series	PSED Focus Develop their sense of responsibility and membership of a community Talk about their feelings using words such as happy, sad, angry, worried Understand gradually how others might be feeling	PSED Focus See themselves as a valuable individual Build constructive and respectful relationships Express feelings and consider the feeling of others Identify and moderate their own feelings socially and emotionally Show resilience and perseverance in the face of challenge Think about the perspective of others	Introducing CoEL dinosaurs Elmer Day	Tier 2 Kind/unkind Feelings, happy, sad Thoughts Full/empty Fill Dip Tier 3 Bucket filling Bucket dipping Invisible

Autumn two

Nursery						
C&L	PSED	PD	Lit	Math	UW	EAD

Use talk to organise themselves and their play.	Select and use activities and resources, with help when needed, to help them achieve a goal they have chosen, or one which is suggested to them. Become more outgoing with unfamiliar people, in the safe context of their setting.	Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm	Engage in extended conversations about stories, learning new vocabulary.	Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Compare quantities using language: 'more than', 'fewer than'.	(See topic plan below)	Explore colour and colour-mixing Remember and sing entire songs. Sing the melodic shape of familiar songs.
Reception						
C&L	PSED	PD	Lit	Math	UW	EAD
Engage in non-fiction books Use new vocabulary through the day. Learn rhymes, poems and songs	**Form positive attachments to adults and friendships with peers.** **Show sensitivity to their own and to others' needs.** **Explain the reasons for rules, know right from wrong and try to behave accordingly**	Revise and refine the fundamental movement skills they have already acquired. 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	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. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment	Compare numbers Explore the composition of numbers to 10 Understand the 'one more than/one less than' relationship between consecutive numbers. Automatically recall number bonds for numbers 0-5 and some to 10	(See topic plan below)	Explore, use and refine a variety of artistic effects to express their ideas and feelings Sing in a group or on their own, increasingly matching the pitch and following the melody Wonders

		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 their small motor skills so that they can use a range of tools competently, safely and confidently.	**Say a sound for each letter in the alphabet and at least 10 digraphs.**	**Subitise (recognise quantities without counting) up to 5.** **Verbally count beyond 20, recognising the pattern of the counting system.**		
			Stage of writing process	Power Maths		
			Stage 3: Fine motor skills Stage 4: Dexterity	Have a deep understanding of numbers to 10, inc the composition of each number. Automatically recall number bonds to 5, and some to 10, including double facts.		

Topic	Texts	Nursery objectives covered	Reception objectives covered	Notes/Ideas	Vocab
Living in a Material World	Izzy Gizmo, Pip Jones	UW Focus	UW Focus		Tier 2

This topic is the foundation of the whole school Geography sequence	The Building Boy, Ross Montgomery What We'll Build, Oliver Jeffers Fairy Science, Ashley Spires Let's Build a House, Mick Manning The Three Little Pigs The Billy Goats Gruff The Elves and the Shoemaker	Use all senses in hands on exploration of natural materials Explore collections of materials with similar/different properties Talk about what they see and the differences between materials using a wide vocabulary Explore how things work Explore and talk about different forces they can feel	Explore the natural world around them	Rainbow challenges to link to dinosaurs Nursery Rhyme week (November) include signing	Address House Home Street Road Live Materials, glass, wood Build Construct Textures, rough, smooth Tier 3 Detached/semi detached Terrace Bungalow Waterproof Insulator Man-made Natural

Spring 1

Nursery						
C&L	PSED	PD	Lit	Math	UW	EAD
Understand a question or instruction that has two parts.	Remember rules without needing an adult to remind them.	Start taking part in some group activities which they make up for themselves which are related to music.	Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables	Understand position through words alone – for example, "The bag is under the table,"	(See topic plan below)	Create closed shapes with continuous lines, and begin to use these shapes to represent objects.

Pay attention to more than one thing at a time.	Show more confidence in new social situations.	Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.	in a word - recognise words with the same initial sound, such as money and mother	Discuss routes and location, using words eg 'next to' and 'under' Talk about/identify the patterns around them. Eg: stripes. Use informal language like 'pointy', 'spotty', 'blobs' etc. Describe a familiar route.		Sing the pitch of a tone sung by another person ('pitch match'). Join different materials and explore different textures
Reception						
C&L	PSED	PD	Lit	Math	UW	EAD
Connect one idea or action to another using a range of connectives Listen to and talk about stories to build familiarity and understanding. Use new vocabulary in different contexts.	**Work and play cooperatively and take turns with others** **Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.** **Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.**	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. **Use a range of small tools, including scissors, paintbrushes and cutlery.**	Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words Form lower-case and capital letters correctly **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.** Stage of writing process Stage 5: Letter formation Stage 6: Segmenting Labels and captions Lists	Continue, copy and create repeating patterns. Compare length, weight and capacity Power Maths Have a deep understanding of number to 10, inc the composition of each number. Subitise up to 5.	(See topic plan below)	Return to and build on their previous learning, refining ideas and developing their ability to represent them Listen attentively, move to and talk about music, expressing their feelings and responses **Sing a range of well-known nursery rhymes and songs.**

				Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 Automatically recall number bonds up to 5 and some to 10, including double facts		

Topic	Texts	Nursery objectives covered	Reception objectives covered	Notes/Ideas	Vocab
All Around the World	Martha Maps it out, Leigh Hodgkinson The Nature Girls, Delphine Mach A Ticket Around the World, Natalia Diaz The Suitcase, Chris Naylor Handa's Surprise Rosie's Walk The Gingerbread Man	UW Focus Contribute developing 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	UW Focus Draw information from a simple map 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 similarities/differences between this country and other countries **Describe their immediate environment using knowledge from**	Celebration of different countries week	Tier 2 Map Country/countries Ocean Land **Street/road** **Live** **Home** Animals Jungle Desert Artic/Antarctic Tier 3

			observation, discussion, stories, non-fiction texts and maps. **Know some similarities and differences between religions/cultures, drawing on their experiences and what has been read.**		Route Direction Globe Habitat Symbol

Spring 2

Nursery						
C&L	PSED	PD	Lit	Math	UW	EAD
Use longer sentences of four to six words Start a conversation with an adult or a friend and continue it for many turns Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	Play with one or more other children, extending and elaborating play ideas. Be increasingly independent in meeting their own care needs.	Skip, hop, stand on one leg and hold a pose for a game like musical statues Collaborate with others to manage large items Show a preference for a dominant hand	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.	Talk about and explore 2D and 3D shapes using informal mathematical language: 'sides', 'corners'; 'straight', 'flat' Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof	(See topic plan below)	Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Play instruments with increasing control to express their feelings and ideas.

				Combine shapes to make new ones		
Reception						
C&L	PSED	PD	Lit	Math	UW	EAD
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. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Listen to and talk about non-fiction to develop a deep familiarity with new knowledge and vocab.	**Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.** **Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly**	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. **Begin to show accuracy and care when drawing.** **Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.**	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense. **Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.** **Anticipate key events in stories.** Stage of writing process Stage 7: Tricky words Stage 8: Sentence building Labels and captions Descriptions	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. Power Maths Have a deep understanding of number to 10, including the composition of each number. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10,	(See topic plan below)	Create collaboratively, sharing ideas, resources and skills Watch and talk about dance and performance art, expressing their feelings and responses **Make use of props and materials when role playing characters in narratives and stories.**

				including double facts.		

Topic	Texts	Nursery objectives covered	Reception objectives covered	Notes/Ideas	Vocab
This is Our Family (including Keeping Healthy) This topic is the foundation of the whole school History sequence	In Every House On Every Street, Jess. Grandad's Island, Benji Davies The Pirate Mums, Jodie Lancet-Grant The Invisible String, Patrice Karst The Invisible, Tom Percival Dragon Post, Emma Yarlett What Will I Be? Frances Stickley Oliver's vegetables Little Red Riding Hood The Three Bears	UW Focus Being to make sense of their own life-story and family's history Show interest in different occupations	UW Focus Talk about members of their immediate family and community Name and describe people who are familiar to them **Understands the importance of healthy food choices** **Talk about the lives of the people around them and their roles in society**	Visits from public service personnel The Secret Reader Sponsored vegetable tasting week	Tier 2 Health, healthy, unhealthy Exercise Hygiene Dentist Bones, muscles Rest Mental health Family members, son, niece Difference/similarities Tier 3 Bacteria Cavity Energy Nutrients Generation

Summer 1

Nursery						
C&L	PSED	PD	Lit	Math	UW	EAD
Use a wider range of vocabulary. Understand 'why?' questions.	Develop appropriate ways of being assertive. Talk with others to solve conflicts.	Continue to develop their movement, balancing, riding and ball skills. Use one-handed tools and equipment, for example, making snips in paper with scissors.	Write some letters accurately	Solve real world mathematical problems with numbers up to 5. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	(See topic plan below)	Develop their own ideas and then decide which materials to use to express them Respond to what they have heard, expressing their thoughts and feelings Create their own songs
Reception						
C&L	PSED	PD	Lit	Math	UW	EAD
Ask questions to find out more and to check they understand what has been said to them. **Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and**	**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.**	Develop overall body-strength, balance, co-ordination and agility. **Negotiate space and obstacles safely, with consideration for themselves and others.**	**Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.** **Demonstrate understanding of what has been read to them by retelling**	**Have a deep understanding of number to 10, including the composition of each number.** **Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.**	(See topic plan below)	**Share their creations, explaining the process they have used.** **Invent, adapt and recount narratives and stories with peers and their teacher.** **Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.**

during whole class discussions and small group interactions. **Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary** **Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.**		**Demonstrate strength, balance and coordination when playing.** **Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.**	**stories and narratives using their own words and recently introduced vocabulary.** **Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play**.			
			Stage of writing process	Power Maths		
			Stage 8: Sentence building Descriptions Story (retell) Recount	Have a deep understanding of number to 10, including the composition of each number. Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts Explore and represent patterns within numbers to 10, inc evens/odds, double facts and equal distribution		

Topic	Texts	Nursery objectives covered	Reception objectives covered	Notes/Ideas	Vocab
Back in Time	The Story Machine, Tom McLaughlin Step Inside Homes Through History, Goldie Hawk Just Like Grandpa Jazz, Tara Gear The Darkest Dark, Chris Hadfield Taking Flight, Adam Hancher Dinosaur Lady, Linda Skeers The Little Red Hen Hansel and Gretel	UW Focus Being to make sense of their own life-story and family's history	UW Focus Comment on images of familiar situations in the past Compare and contrast characters from stories, including figures from the past **Know some similarities/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.**	Source a type writer Moon landing The Wright Brothers – First flight Mary Anning - First palaeontologist Dinosaur Week The Runway Visitors Park visit	Tier 2 Space Flight Moon Mission Travel Earth Space/air craft Dinosaur Aeroplane **Bones** Inventor, discovery Tier 3 Palaeontologist Astronaut Gravity Neil Armstrong Mary Anning Fossil Pilot Skeleton Derville and Wilbur Wright

Summer 2

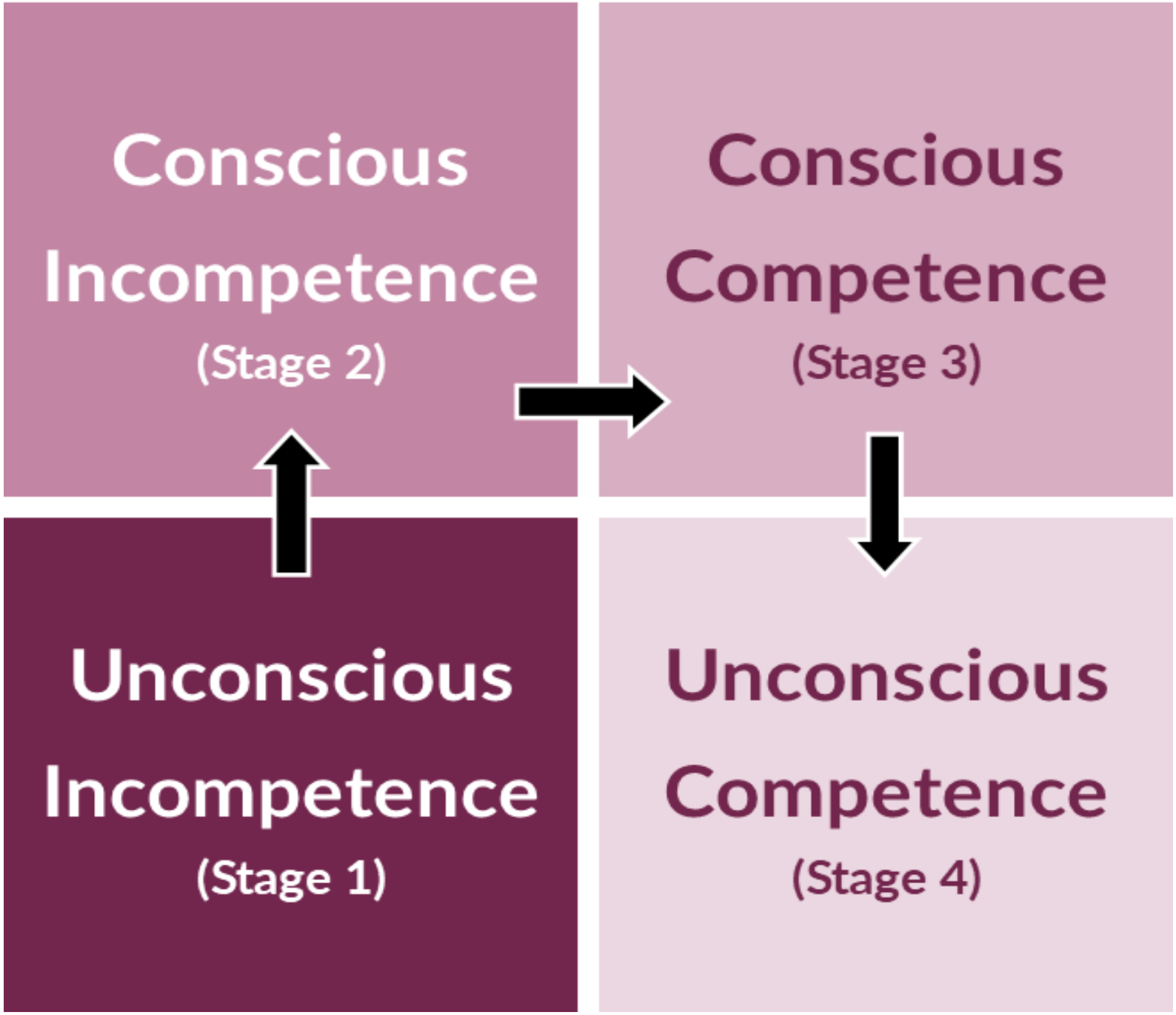
Nursery						
C&L	PSED	PD	Lit	Math	UW	EAD
Develop their pronunciation but may have problems saying some sounds (r, j, the, ch, sh) and multisyllabic words Be able to express a point of view and to debate when they disagree with an adult or a friend Develop their communication, but may continue to have problems with irregular tenses and plurals.	Find solutions to conflicts and rivalries.	Use a comfortable grip with good control when holding pens and pencils Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips	Write some or all of their name.	Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.	(See topic plan below)	Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Draw with increasing complexity and detail, such as representing a face with a circle and including details.
Reception						
C&L	PSED	PD	Lit	Math	UW	EAD
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**	**ALL ELGs**	**ALL ELGs**	**Write simple phrases and sentences that can be read by others.**	**Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.** **Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some**	(See topic plan below)	**Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.**

making use of conjunctions, with modelling and support from their teacher **Make comments about what they have heard and ask questions to clarify their understanding.**				**number bonds to 10, including double facts.**		
			Stage of writing process	Power Maths		
			Stage 8: Sentence building Story (retell) Recount Poetry Letters	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity		

Topic	Texts	Nursery objectives covered	Reception objectives covered	Notes/Ideas	Vocab
Planet Protectors		UW Focus	UW Focus		Tier 2

	Charlie Crow in the Snow, Paula Metcalf The Blue Giant, Katie Cottle Tree, Patricia Hegarty 10 Thing I Can Do to Help the World, Melanie Walsh Little Bears Spring, Elli Woolard Michael Recycle, Alexandra Colombo The Enormous Turnip Jack and the Beanstalk	Plant seeds and care for growing plants Understand the key features of the life cycle of a plant and animal Begin to understand the need to respect and care for the natural environment Talk about changes they notice	Describe what they feel, see and hear whilst outside Recognise that some environments are different to the one in which they live Understand the effect of seasons on the natural world around them **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 has been read in class.** **Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.**	Beach/Park Trip Bee Week	Environment Reuse, reduce, recycle **Earth** World Litter **Animals** Seasons Tier 3 Ozone layer Extinct **Habitat** Oxygen

Appendix


Conscious Incompetence
(Stage 2)
Conscious Competence
(Stage 3)
Unconscious Incompetence
(Stage 1)
Unconscious Competence
(Stage 4)