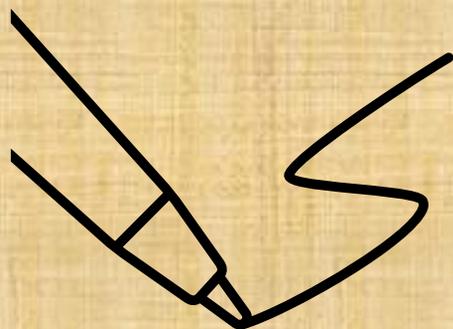




# Tilstock<sup>†</sup>

Part of the Marches Academy Trust 

## My Spring Term Curriculum Planner 2022 EYFS





# Bumblebee Class- Reception

## My Early Learning Goals

### **Self-Regulation ELG**

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

### **Building Relationships ELG**

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

### **Maths**

#### **Number ELG**

Have a deep understanding of number to 10, including the composition of each number;

- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

#### **Numerical Patterns ELG**

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

### **Speaking ELG**

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

### **Past and Present ELG**

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
  - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
  - Understand the past through settings, characters and events encountered in books read in class and storytelling;

### **Managing Self ELG**

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

### **Literacy**

**Comprehension:** Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;

- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

**Reading:** Say a sound for each letter in the alphabet and at least 10 digraphs;

- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

**Writing:** Write recognisable letters, most of which are correctly formed;

- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

### **People Culture and Communities ELG**

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

### **Creating with Materials ELG**

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

### **The Natural World ELG**

Children at the expected level of development will:

- 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.

### **Listening, Attention and Understanding ELG**

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

### **Fine Motor Skills ELG**

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
  - Use a range of small tools, including scissors, paint brushes and cutlery;
    - Begin to show accuracy and care when drawing.

### **Gross Motor Skills ELG**

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
  - Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

### **Being Imaginative and Expressive ELG**

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.



# Bumblebee Class-Nursery

## My Development Matters Steps

### Communication & Language

Enjoy listening to longer stories and can remember much of what happens.

Use a wider range of vocabulary.

- Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".
  - Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
    - Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
  - Use longer sentences of four to six words.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Can start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: "Let's go on a bus... You sit there... I'll be the driver."

### Fine Motor

- Use one-handed tools and equipment, for example, making snips in paper with scissors.
  - Use a comfortable grip with good control when holding pens and pencils.
- Start to eat independently and learning how to use a knife and fork.
  - Show a preference for a dominant hand.

### Self-care

- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
  - Make healthy choices about food, drink, activity and toothbrushing.

### Mathematics

- Fast recognition of up to 3 objects, without having to count them individually ('subitising').
  - Recite numbers past 5.
    - Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
  - 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.
    - Solve real world mathematical problems with numbers up to 5.
    - Compare quantities using language: 'more than', 'fewer than'.
- 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'.
- Understand position through words alone – for example, "The bag is under the table," – with no pointing.
  - Describe a familiar route.
    - Discuss routes and locations, using words like 'in front of' and 'behind'.
    - Make comparisons between objects relating to size, length, weight and capacity.
- 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 identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.
  - Extend and create ABAB patterns – stick, leaf, stick, leaf.
    - Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

### Expressive Arts and Design

- 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.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
  - Develop their own ideas and then decide which materials to use to express them.
    - Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
  - Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
  - Explore colour and colour-mixing.
    - Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
  - Remember and sing entire songs.
    - Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
  - Create their own songs, or improvise a song around one they know.
  - Play instruments with increasing control to express their feelings and ideas.

### PSED

Select and use activities and resources, with help when needed.

- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
  - Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
  - Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
    - Increasingly follow rules, understanding why they are important.
      - Do not always need an adult to remind them of a rule.
        - Develop appropriate ways of being assertive.
          - Talk with others to solve conflicts.
  - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
    - Begin to understand how others might be feeling.

### Physical Development

#### Gross Motor Skills

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.

- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
  - Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
- 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.
  - Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

### Literacy

#### Understand the five key concepts about print:

1. print has meaning
2. the names of the different parts of a book
3. print can have different purposes
4. page sequencing
5. we read English text from left to right and from top to bottom

#### Develop their phonological awareness, so that they can:

- spot and suggest rhymes
- count or clap syllables in a word
- recognise words with the same initial sound, such as money and mother

#### Engage in extended conversations about stories, learning new vocabulary.

**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; write 'm' for mummy.

**Write some or all of their name. Write some letters accurately.**

### Understanding the World

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
  - Talk about what they see, using a wide vocabulary.
- Begin to make sense of their own life-story and family's history.
  - Show interest in different occupations.
    - 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.
  - Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.
- Continue to develop positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.



## Bumblebee Class Progettazione

**Themed projects: These cover the 4 areas of learning that all children will encounter each year**

### **Underground Overground**

This term we will use the overarching theme of Underground, Overground to learn through open-ended projects.

We will initially explore transport on land, air and sea, however as an open-ended project, we will go with the children's ideas and interests to develop their learning across the EYFS.

Time is planned during the day to create opportunities for children to work together.

Children are encouraged to express their ideas and to listen to the ideas of others. Through this we are able to identify misconceptions and gaps in learning.

They learn the skill of negotiation and co-operation and how to work as a team.

Children spend time representing their ideas and theories about the world and how it works (KUW)

Representing is thought of as re-presenting- ideas. These are expressed first as words, then drawings and then 3D models.

The children are encouraged to talk about what their pictures show.

As they re-present their thoughts in different ways – they begin to understand their own ideas more clearly, and to develop critical thinking skills.

We can then clearly see the rich learning that has taken place.



## Bumblebee Class Progettazione

**Environmental projects: These arise out of the core experiences, resources and equipment available in the classroom, such as the construction -area, role-play area, topic book area**

Our classroom environment changes throughout the year to meet the developmental needs and interests of all our children.

The seasonal changes that occur outside are a natural provocation for our children, so we ensure that they are exposed to these changes through a balanced timetable of free-flow child-initiated sessions and adult-led forest school sessions.

Within the classroom, we have zoned curriculum areas for the children to explore. These areas link to their learning steps and may enable them to practice previously taught skills or explore new learning across the curriculum.

This term in our Construction area, we will provide examples, models, photographs of vehicles with loose parts for children to explore and create.

The children will create a role-play area with their adults, derived from their own ideas about overground, underground- this could be a garage, a bus-stop, tunnels or carparks

We will work with the Shropshire Library service to provide a range of Topic Books on planes, trains and automobiles and any other titles that might link to our projects.



## Bumblebee Class Progettazione

**Daily Life Projects: These come from the daily worship or daily life in school, such as the journey to and from school, meal times, outdoors, negotiation, forming groups, conflict resolution (PSED).**

During our PSHE sessions, we will learn about Road Safety – learning about ways to keep safe  
In morning circle times we will find out how we have travelled to school each morning and keep a tally of the different ways! We will also talk about how far we have travelled and how long our journey takes us.

During our snack and lunch times, we will talk about what we are eating and where our food comes from. We will use maps of the world to find out about the journey of food.

In PE we will explore different ways of moving shuffling, crawling and number our bikes and scooters to put them in order when we are tidying away.

In worship, we will be focusing on special places. We will learn that church is a special place for Christians where they go to worship God. We will identify when and why the school visits the local church and talk about our own visit or experience of the local church.

