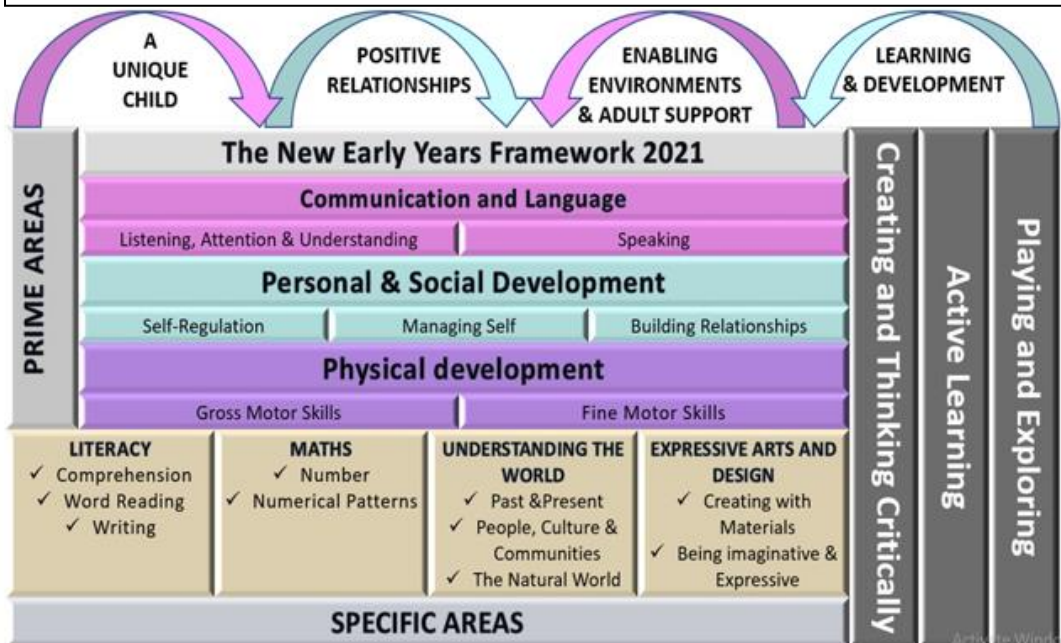




At Barham Primary School, we offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning.

It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others.



The Four Principles of the EYFS

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.

Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.


Characteristics of Effective Learning

Playing and exploring: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.




Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

Year group: Nursery	AUTUMN TERM		SPRING TERM		SUMMER TERM	
Learning to learn skills and half termly launch morning activity	Launch all 5 Rs	Relationships Activity: Can I name a friend?	Risk Taking Activity: How high can I climb?	Resilience activity: Look after the Nursery garden and show patience	Resourceful Activity: Build a shelter/home for an animal in Forest School	Reflective activity: How much have I grown? What can I do now that I couldn't do before? (past and present looking back at photos from beginning of the year till now)

Themes	All about me	Celebrations	Traditional Tales	Our wonderful world	Into the Woods	Who we are and who we want to be
Sub themes & Enrichment opportunities	Starting school Being me in my world My family Being kind and making friends Rosh Hashana Anti-Bullying Week Guy Fawkes/Bonfire Night Nursery Rhyme Week Diwali Christmas Channukah Weather / seasons Chinese New Year Valentine's Day Internet Safety Day Story Telling Week Remembrance Day		Food tasting Cooking Chicks Butterflies Life cycles of butterflies Minibeasts Plants & Flowers Weather / seasons Mother's Day Planting Seeds in the Garden Easter Celebrations Passover Nature Scavenger Hunt Start of Ramadan Lunar New Year Pongal Holi St. Patrick's Day Valentine's Day		The great outdoors Forest school Eid D-Day Weather / seasons The great outdoors Eid D-Day World Environment Day Father's Day Healthy Eating Week Library visit	
Key & Lock 	Key: sharing baby photos Lock: self-portraits 'this is me'	Key: share what children know about celebrations Lock: decorate classroom for Navrati and Diwali and Christmas	Key: Exploring new foods Lock: Creating different meals both familiar and unfamiliar	Key: Eggs appear in Nursery Lock: Butterflies/ Ducklings	Key: Walk around forest school Lock: Creating an animal home	Key: People who help us visit Lock: Summer concert and parents visiting
Trips, visits and experiences	Settling in and exploring Nursery environment	Decorate classroom and celebration party (Navratri and Diwali) Continuing celebrations for Christmas.	Making porridge Making pancakes Building bridges Planting Seeds in the Garden Nature hunt/walk Reading picnic with parents	Fruit tasting week Making fruit salad Easter egg hunt Ducklings Visit the chicks in Reception Caterpillars	Map work – scavenger hunts Design home for animal Forest school Make Gruffalo crumble	Firefighter/Police/Postman/Dentist/lollypop lady/doctor visit Farm Walk in One Tree Hill Park
Core Texts & global goals	Spot Loves Nursery (GG 4) Owl Babies (GG 3)	Rama and the Demon King (use pictures) The Same but Different too (GG 10) Chanukah story Stickman (GG 15) Christmas story	Goldilocks (GG 1) Billy Goats Gruff (GG 2) Mr Wolf's Pancakes (GG 11)	Hungry Caterpillar (GG 3) Monkey Puzzle (GG 15) Ugly Duckling (GG 14)	We're going on a Bear Hunt (GG 3) The Gruffalo (GG 15) Superworm (GG 16)	The Everywhere Bear (GG9) A Superhero Like you (GG 4) Tiger who came to tea (GG2)

<p>Communication and Language</p> 	<p>Enjoy listening to simple stories</p> <p>Develop vocabulary – descriptive language</p> <p>Start to say how they are feeling using words as well as actions</p>	<p>Listening to simple stories and understand what is happening with the help of pictures</p> <p>Start to develop conversation</p> <p>Develop vocabulary – words for time e.g. now, later</p>	<p>Enjoy listening to longer stories</p> <p>Develop vocabulary – function of an object e.g. knows a sponge is for washing</p> <p>Develop pretend play ‘putting baby to sleep’ or ‘driving a car to the shops’</p>	<p>Enjoy listening to longer stories and remember much of what happens</p> <p>Understand simple questions about ‘who’, ‘what’ and ‘where’</p> <p>Use a wider range of vocabulary</p>	<p>Sing a large repertoire of songs</p> <p>Understand ‘why’ questions</p> <p>Use sentences of four to five words</p> <p>Use talk to organise play e.g. “Let’s go on a bus, you sit there”</p> <p>Use past tense</p>	<p>Know many rhymes, be able to talk about familiar books and be able to tell a long story</p> <p>Start a conversation with an adult or friend and continue it for many turns</p> <p>Use ‘because’ or ‘and’ in sentences</p> <p>Use future tense</p> <p>Answer simple ‘why’ questions</p>
<p>Personal, Social and Emotional Development (JIGSAW SCHEME)</p>  <p>Self-Regulation</p> <ul style="list-style-type: none"> Controlling own feelings and behaviours Applying personalised strategies to return to a state of calm Being able to curb impulsive behaviours Being able to concentrate on a task Delaying gratification Persisting in the face of difficulty. 	<p>Being Me In My World</p> <p>I understand how it feels to belong and that we are similar and different.</p> <p>I understand how feeling happy and sad can be expressed.</p> <p>I can work together and consider other people’s feelings.</p> <p>I can use gentle hands and understand that it is good to be kind to people.</p> <p>I am starting to understand children’s rights and this means we should all be allowed to learn and play.</p> <p>I am learning what</p>	<p>Celebrating Difference</p> <p>I know how it feels to be proud of something I am good at.</p> <p>I can tell you one way I am special and unique.</p> <p>I know that all families are different.</p> <p>I know there are lots of different houses and homes.</p> <p>I can tell you how I could make new friends.</p> <p>I can use my words to stand up for myself.</p>	<p>Dreams and Goals</p> <p>I understand what a challenge means.</p> <p>I can keep trying until I can do something.</p> <p>I can set a goal and work towards it.</p> <p>I know some kind words to encourage people with.</p> <p>I can start to think about the jobs I might like to do when I’m older.</p> <p>I can feel proud when I achieve a goal.</p>	<p>Healthy Me</p> <p>I know the names for some parts of my body and am starting to understand that I need to be active to be healthy.</p> <p>I can tell you some of the things I need to do to be healthy.</p> <p>I know what the word ‘healthy’ means and that some foods are healthier than others.</p> <p>I know how to help myself go to sleep and that sleep is good for me.</p> <p>I can wash my hands and know it is important to do this before I eat and after I</p>	<p>Relationships</p> <p>I can tell you about my family.</p> <p>I understand how to make friends if I feel lonely.</p> <p>I can tell you some of the things I like about my friends.</p> <p>I know what to say and do if somebody is mean to me.</p> <p>I can use Calm Me time to manage my feelings.</p> <p>I can work together and enjoy being with my friends.</p>	<p>Changing Me</p> <p>I can name parts of my body and show respect for myself.</p> <p>I can tell you some things I can do and some food I can eat to be healthy.</p> <p>I understand that we all start as babies and grow into children and the adults.</p> <p>I know that I grow and change.</p> <p>I can talk about how I feel moving to School from Nursery.</p> <p>I can remember some fun things about Nursery this year.</p>

	being responsible means.			go to the toilet. I know what to do if I getlost and how to say NO to strangers.		
Physical Development Gross Motor Skills & Fine Motor Skills  	Running, jumping and climbing	Running, jumping and climbing.	Running around obstacles	Copy some letters Cutting with scissors for a purpose	Observe effect of activity on bodies.	Developing the ability to put on and take off their own coat with some adult support
	Draw lines and circles using gross motor skills	Draw lines and circles using gross motor skills.	Correct use of pencils and scissors	Skip, hop, stand on one leg and hold a pose for games like musical statues	Collaborate with others to manage large items such as large blocks and planks	Use a comfortable grip when holding pens and pencils
	Enjoy starting to kick, throw and catch balls	Holding writing equipment	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills	Make healthy choices about food, drink, activity and tooth brushing	Forming some recognisable letters.	Show preference for a dominant hand
	Build with a range of appropriate resources	Develop muscle tone to put pencil pressure on paper	Use large and small motor skills to do things independently e.g. manage buttons and zips	Become increasingly independent in meeting own care needs e.g. using the toilet, washing and drying hands thoroughly	Use and remember sequences and patterns of movements related to rhythm and music	Forming more recognisable letters
	Holding writing equipment	Use tools to effect changes to materials	Handle tools, objects, construction and malleable materials with increasing control	Hold pencil effectively with comfortable grip	Use one handed equipment e.g. scissors to make snips in paper	Form letters correctly
	Taking shoes off and putting them on	Show preference for dominant hand	Encourage children to draw freely.		Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors /	Cut a shape out using scissors
		Develop manipulation and control			Start to cut along a curved line, like a circle	Begin to draw diagonal lines, like in a triangle /
	Explore different materials and tools e.g. clay, brushes, shells				Start to colour inside the lines of a picture	
	Climb up apparatus using alternate feet				Draw pictures that are recognisable	
	Clap and stamp to music				Build things with smaller linking blocks, such as Duplo or Lego	
Reading & Literacy See Barham Poetry Progression overview for further information on how rhyming words & nursery rhymes are taught.	Enjoy songs and rhymes	Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo	Say some of the words in songs and rhymes	Repeat words and phrases from familiar stories	Sing songs and say rhymes independently	Extend conversations about stories, learning new vocabulary
	Enjoy sharing books with an adult		Repeat words and phrases from familiar stories	Ask questions, make comments and	Develop an understanding of the five key concepts of print	
	Enjoy drawing freely	Pay attention and respond to				

		<p>pictures or words in books</p> <p>Seek out favourite books</p>	<p>Give meaning to marks on drawings</p>	<p>share ideas about a book</p> <p>Make marks on drawings to stand for their name</p>		<p>Write some or all of their name</p> <p>Write some letters accurately</p>
<p>Maths</p> 	<p>Counting I can say number names to 3 in order I can recite numbers past 3</p> <p>Cardinality I can say one number for each item in order: 1,2,3,4,5.</p> <p>Shape I can explore 2D and 3D shapes in my play and I am beginning to use informal language to describe them such as 'straight', 'flat' and 'round'.</p>	<p>Comparison I can use informal language to describe sizes and lengths such as, 'bigger, smaller, taller, shorter.' I know how to compare objects relating to size and length.</p> <p>Counting I can count out a group of up to 5 objects. I can count using one to one correspondence. I know how to sing a range of number songs</p> <p>Cardinality I can show 'finger numbers' up to 5. I can match numerals and amounts up to 5 I can subitise up to 3 I know that the last number reached when counting a small set of objects tells me how many there are in total.</p>	<p>Comparison I can compare quantities using language: 'more than', 'fewer than'.</p> <p>Counting I can solve real world mathematical problems with numbers up to 5. I know how to experiment with my own symbols and marks.</p> <p>Shape I can talk about 2D and 3D shapes during my play and can use informal and mathematical language such as: 'sides', 'corners'; 'straight', 'flat', 'round'. I know the names of 2D and 3D shapes (circle, triangle, square, rectangle, sphere, cube, cuboid, pyramid) I have an awareness of some 2D shapes and their names</p>	<p>Spatial Awareness I can understand position through words alone – for example, "The bag is under the table," – with no pointing. I can describe a familiar route. I can discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Shape I can combine shapes to make new ones - an arch, a bigger triangle etc. I know how to select shapes appropriately for building: flat surfaces for building, a triangular prism for a roof etc.</p>	<p>Comparison I can make comparisons between objects relating to weight and capacity.</p> <p>Cardinality I know how to link numerals to amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Measure I can describe a sequence of events, using words such as 'first', 'then...' I know and understand words such as 'heavy, light, full, empty, half full, half empty, nearly' to describe weight and capacity.</p>	<p>Counting I can recite numbers past 5 I can say one number for each item in order: 1,2,3,4,5</p> <p>Cardinality I can subitise up to 3</p> <p>Shape I can use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p>Pattern I can talk about and identify patterns around me. For example: stripes on clothes, designs on rugs and wallpaper. I know how to create ABAB patterns– stick, leaf, stick, leaf. I know how to notice and correct an error in a repeating pattern.</p>
<p>Understanding the World</p> 	<p>Past and Present - History Able to say who they are and who they live with. (PSHE/ All About Me)</p>	<p>Past and Present - History Comment on experiences in their own life (Christmas, Diwali etc) Share similarities between characters,</p>	<p>Past and Present - History Share similarities between characters, figures or objects (different types of animal)</p>	<p>Past and Present - History Comment on experiences in their own life (Easter)</p> <p>Culture and Community - RE/Geography</p>	<p>Past and Present - History Able to say who they are and who they live with (PSHE)</p> <p>Can talk about any pets</p>	<p>Past and Present - History Can talk about some members of their family (PSHE)</p> <p>Sequence family</p>



					<p>properties (Recycling/ Vehicles)</p> <p>Explore the world around them and explore how things work (Recycling/ Materials)</p> <p>Explore and talk about forces (push and pull) (Recycling/ Vehicles)</p>	<p>Identify suitable clothing for different weather (Summer)</p>
<p>Expressive Arts and Design</p> 	<p>Explore Colour – recognise colours / choose colours for a purpose</p> <p>Can use thick paint brushes</p> <p>Use glue sticks independently and glue spatulas with support</p> <p>Manipulate playdough in different ways (rolls, cuts, squashes, pinches, twists) (Creative table/ painting/ play dough)</p> <p>Imaginative Play Develop storylines</p> <p>Play with familiar resources</p> <p>Participate in small world play related to rhymes and stories (Small world/ sand pit/ toys / resources)</p> <p>Music Respond to music – verbally and using</p>	<p>Explore Colour – recognise colours / choose colours for a purpose</p> <p>Can use thick paint brushes</p> <p>Use glue sticks independently and glue spatulas with support</p> <p>Manipulate playdough in different ways (rolls, cuts, squashes, pinches, twists) (Creative table/ painting/ play dough/ Christmas cards and decorations)</p> <p>Imaginative Play Develop storylines</p> <p>Play with familiar resources</p> <p>Participate in small world play related to rhymes and stories (Small world/ sand pit/ toys / resources)</p> <p>Music</p>	<p>Explore Draws potato people (no neck or body)</p> <p>Draw simple things from memory i.e. cat</p> <p>Add other materials to develop models</p> <p>Beginning to weave using large outdoor shapes and large ribbons</p> <p>Add additional textures (Creative table/ painting/ play dough)</p> <p>Imaginative Play Use own experiences to develop storylines</p> <p>Create and use small world set ups (small world/ sand pit/ toys/ resources)</p> <p>Music Talk about how music makes them feel</p> <p>Sing a selection of</p>	<p>Explore Draws potato people (no neck or body)</p> <p>Draw simple things from memory i.e. cat</p> <p>Add other materials to develop models</p> <p>Beginning to weave using large outdoor shapes and large ribbons</p> <p>Add additional textures (Creative table/ painting/ play dough)</p> <p>Imaginative Play Use own experiences to develop storylines</p> <p>Create and use small world set ups (small world/ sand pit/ toys/ resources)</p> <p>Music Talk about how music makes them feel</p> <p>Sing a selection of</p>	<p>Explore Print with blocks, sponges and fruit</p> <p>Draw things that they observe</p> <p>Work independently to develop basic skills</p> <p>Begin experiment with mixing colours</p> <p>Build walls to create enclosed spaces, beginning to add towers etc (creative table/ writing area/ painting area)</p> <p>Imaginative play Create their own piece of art and gives meaning</p> <p>Begin to work with a friend, copying ideas and developing skills together (small world/ sand pit/ toys/ resources)</p> <p>Music Copy basic actions and</p>	<p>Explore Print with blocks, sponges and fruit</p> <p>Draw things that they observe</p> <p>Work independently to develop basic skills</p> <p>Begin experiment with mixing colours</p> <p>Build walls to create enclosed spaces, beginning to add towers etc (creative table/ writing area/ painting area)</p> <p>Imaginative play Create their own piece of art and gives meaning</p> <p>Begin to work with a friend, copying ideas and developing skills together (small world/ sand pit/ toys/ resources)</p> <p>Music Copy basic actions and</p>

	<p>movement</p> <p>Sing in a group and tries to keep in time (Carpet time/ routine songs)</p>	<p>Respond to music – verbally and using movement</p> <p>Sing in a group and tries to keep in time (Carpet time/ routine songs/ Christmas songs/ Nativity)</p>	<p>nursery rhymes/ songs from memory (carpet time/ routine songs)</p>	<p>nursery rhymes/ songs from memory (carpet time/ routine songs)</p>	<p>begins to learn short dance routines</p> <p>Watch dances and performances</p> <p>Able to name a wide variety of instruments (drums, tambourine, maraca, triangle)</p> <p>Play a given instrument to a simple beat (carpet time/ routine songs)</p>	<p>begins to learn short dance routines</p> <p>Watch dances and performances</p> <p>Able to name a wide variety of instruments (drums, tambourine, maraca, triangle)</p> <p>Play a given instrument to a simple beat (carpet time/ routine songs)</p>
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