

Hobbs Hill Wood Primary School

Foundation Stage Curriculum Ambitions

Our curriculum is what we have identified that we want our children to learn and therefore what needs to be taught.

Our curriculum is based on three key approaches to learning in the EYFS:

Adult-planned sequenced programmes of learning	(‘subject’ sequences) Phonics, maths, PSHE, RE, Literacy, PE and planned topics
Adult interactions during CIL	Teaching through modelling, scaffolding, listening and extending; vocabulary and language development; positive relationships
Child-led learning through enabling environments	High quality continuous provision across the seven areas of learning eg. construction, creative, outside

Our Ambitions for our Children

Nursery	Reception
I can ask for resources I need	I can ask for resources I need using grammatically correct phrases and sentences
I can listen to and recall familiar stories	I can share my stories with others
I can represent numbers to 10	I can represent numbers to 20 and beyond
I can use big climbing equipment	I can use big climbing equipment confidently while managing risks independently and safely
I can make a family tree	I can talk about my family and extended family
I can negotiate with my friends	I can negotiate with my friends to resolve issues and bounce back from challenging situations
I can make a model out of selected resources	I can make a model out of selected resources and explain my choice of materials
I can write letters from my name	I can write a sentence
I can make a cookie	I can follow a recipe
I can sing some nursery rhymes	I can make my own music, dances and songs

Nursery

What we want our Nursery children to leave with	What we will put in place to achieve this
A confidence in their ability to communicate knowing they are heard I can ask for resources I need <ul style="list-style-type: none"> Using social greetings Communicating effectively with adults and peers using sentences 	<ul style="list-style-type: none"> High quality adult led sessions Sessions/experiences planned to promote communication Adults who create time to respond A commitment to teaching ambitious vocabulary
A secure knowledge of stories and an excitement about books I can listen to and recall familiar stories <ul style="list-style-type: none"> Knowing a range of rhymes and songs Recall at least 5 familiar stories 	<ul style="list-style-type: none"> High quality books available throughout provision Staff who seize opportunities to promote story telling Adults who are excited by reading High quality resources to support storytelling

<ul style="list-style-type: none"> • Choose to engage with stories 	
<p>A secure understanding of number, pattern and measures</p> <p>I can represent numbers to 10</p> <ul style="list-style-type: none"> • To be able to sort, classify and sequence • To understand number and quantity • To have secure mathematical language to explain their mathematical thinking • Recognise and count numbers to 10 and represent numbers to 5 	<ul style="list-style-type: none"> • High quality planned sequential maths teaching • Focus on the pre-counting skills of sorting, classifying and sequencing • Teach explicit mathematical vocabulary • Regular opportunities to sing number rhymes • Provide contextual opportunities for mathematical exploration
<p>A love of outdoors and understanding of the natural world</p> <p>I can use big climbing equipment</p> <ul style="list-style-type: none"> • Able to identify at features of their outdoor environment (for example plants/birds) • Able to take appropriate risk • Able to dress appropriately and embrace all weathers • Develop gross motor control and skill 	<ul style="list-style-type: none"> • A commitment to seizing opportunities to work outdoors • An outdoor area designed to excite and stimulate children • A range of resources and experiences planned to promote gross motor development
<p>An understanding of the world around them and ahead of them</p> <p>I can make a family tree</p> <ul style="list-style-type: none"> • To understand that they are both similar and different to those around them • To understand that they have a wide range of choices and are not defined by gender, culture, ethnicity, religion, family set ups 	<ul style="list-style-type: none"> • Provide rich experiences through visits and visitors; music playing, woodwork, dance • Share celebrations (cultural, religious and personal) • Resources that reflect the world they live in and the families they live in • Staff who seize opportunities to challenge any stereotypes
<p>An understanding of how to be successful as a member of a community beyond their family set</p> <p>I can negotiate with my friends</p> <ul style="list-style-type: none"> • Show kindness to others • Begin to resolve conflict in appropriate ways • Care for others including animals • Keep themselves physically and mentally healthy • Begin to understand how others might be feeling 	<ul style="list-style-type: none"> • Use social stories, puppets, visual prompts and discussions to discuss familiar acceptable boundaries/behaviour • Provide children with communication, either verbal or gesture, that will support conflict resolution • Provide explicit praise for kindness and share with adults • Teach sessions on ways to stay healthy and offer healthy choices within continuous provision
<p>An independence that enables them to follow their fascinations and direct their own learning</p> <p>I can make a model out of selected resources</p> <p>I can write letters from my name</p> <p>I can make a cookie</p> <p>I can sing some nursery rhymes</p> <ul style="list-style-type: none"> • Select and use a range of resources • Demonstrate care for their environment • Express their fascinations and follow their own investigation • Develop fine motor control • Make models from a range of materials • Paint a picture • Make a cookie • Make music, dances and sing songs 	<ul style="list-style-type: none"> • Provide an environment with accessible resources to meet a range of needs • Plan explicit sessions to teach children how to use resources appropriately • Have high expectations of the care of resources- including returning to original place • Plan sessions and experiences that will promote curiosity and excite children • Offer explicit teach and engaging resources to develop fine motor control

Foundational Knowledge

Understanding the World	Geography	<ul style="list-style-type: none">• Enjoy playing with small-word reconstructions, building on first-hand experiences• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos
	History	<ul style="list-style-type: none">• Begin to make sense of their own life story and family's history
	Science	<ul style="list-style-type: none">• Use all their senses in hands-on exploration of natural materials• Explore collections of materials with similar/different properties• Talk about what they see using a wide vocabulary• Plants 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
Expressive Arts and Design	Art	<ul style="list-style-type: none">• Explore different materials freely, 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

		<ul style="list-style-type: none"> • Show different emotions in their drawings – happiness, sadness, fear, etc
	<p>Design and Technology</p>	<ul style="list-style-type: none"> • 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 • Explore how things work • Explore different materials freely, • 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 • Make imaginative and complex “small worlds” with blocks and construction kits, such as a city with different buildings and a park
	<p>Music and Drama</p>	<ul style="list-style-type: none"> • 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 • Make imaginative and complex “small worlds” with blocks and construction kits, such as a city with different buildings and a park • 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

Physical Development	PE	<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills • Go up steps and stairs, or climb 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 • Increasingly be able to use and remember sequences and patterns of movements that 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
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Reception

What we want our Reception children to leave with	What we will put in place to achieve this
<p>A confidence in their ability to communicate knowing they are heard</p> <p>I can ask for resources I need using grammatically correct phrases and sentences</p> <ul style="list-style-type: none"> • Using social greetings and good manners • Communicating effectively with adults and peers using well-formed sentences 	<ul style="list-style-type: none"> • High quality adult led sessions • Sessions/experiences planned to promote communication • Adults who create time to respond • A commitment to teaching ambitious vocabulary
<p>A secure knowledge of stories and an excitement about books</p> <p>I can share my stories with others</p> <ul style="list-style-type: none"> • Recall at least 5 familiar stories • Choose to engage with stories • Sequence a story • Use books for a purpose • Use imagination to re-enact familiar and unfamiliar roles and experiences 	<ul style="list-style-type: none"> • High quality books available throughout provision • Staff who seize opportunities to promote story telling • Fortnightly key group focus on a high quality text using props • Adults who are excited by reading • High quality resources to support storytelling
<p>A secure understanding of number, pattern and measures</p> <p>I can represent numbers to 20 and beyond</p> <ul style="list-style-type: none"> • To be able to sort, classify and sequence • To understand number and quantity and apply in a range of contexts • To have secure mathematical language to explain their mathematical thinking 	<ul style="list-style-type: none"> • High quality planned sequential maths teaching • Focus on the pre-counting skills of sorting, classifying and sequencing • Teach explicit mathematical vocabulary. Staff to maximise opportunities for making number real. • Regular opportunities to sing number rhymes • Provide contextual opportunities for mathematical exploration

<ul style="list-style-type: none"> • Recognise and count to 20 and represent numbers to 10 	
<p>A love of outdoors and understanding of the natural world</p> <p>I can use big climbing equipment confidently while managing risks independently and safely</p> <ul style="list-style-type: none"> • Able to identify and describe features of their outdoor environment (for example plants/birds) • Able to take appropriate risk • Able to dress independently and appropriately and embrace all weathers • Demonstrate gross motor control and skill fluently and confidently 	<ul style="list-style-type: none"> • A commitment to seizing opportunities to work outdoors • An outdoor area designed to excite and stimulate children • Appropriate clothing provided • A range of resources and experiences planned to promote gross motor development
<p>An understanding of the world around them and ahead of them</p> <p>I can talk about my family and extended family</p> <ul style="list-style-type: none"> • To recognise and understand that they are both similar and different to those around them • To understand and recognise that they have a wide range of choices and are not defined by gender, culture, ethnicity, religion, family set ups 	<ul style="list-style-type: none"> • Provide rich experiences through visits and visitors; music playing, woodwork, dance • Share celebrations (cultural, religious and personal) • Resources that reflect the world they live in and the families they live in • Staff who seize opportunities to challenge any stereotypes
<p>An understanding of how to be successful as a member of a community beyond their family set</p> <p>I can negotiate with my friends to resolve issues and bounce back from challenging situations</p> <ul style="list-style-type: none"> • Show kindness to others • Resolve conflict in appropriate ways • Care for others including animals • Express their feelings and be aware of the feelings of others • Keep themselves physically and mentally health 	<ul style="list-style-type: none"> • Use social stories, puppets, visual prompts and discussions to discuss familiar acceptable boundaries/behaviour • Provide children with communication, either verbal or gesture, that will support conflict resolution • Provide explicit praise for kindness and share with adults • Teach sessions on ways to stay healthy and offer healthy choices within continuous provision
<p>An independence that enables them to follow their fascinations and direct their own learning</p> <p>I can make a model out of selected resources and explain my choice of materials</p> <p>I can write a sentence</p> <p>I can follow a recipe</p> <p>I can make my own music, dances and songs</p> <ul style="list-style-type: none"> • Select and use a range of resources • Demonstrate care for their environment • Express their fascinations and follow their own investigation • Develop fine motor control to express themselves using a range of media and support self-help skills • Collaborate with others to make models from a range of materials • Paint a picture and explain its significance • Make and bake a range of sweet/savoury items • Recognise rhythm in music, dance and songs 	<ul style="list-style-type: none"> • Provide an environment with accessible resources to meet a range of needs • Plan explicit sessions to teach children how to use resources appropriately • Have high expectations of the care of resources- including returning to original place • Plan sessions and experiences that will promote curiosity and excite children • Offer explicit teach and engaging resources to develop fine motor control

Foundational Knowledge

Understanding the World	Geography	<ul style="list-style-type: none"> • Draw information from a simple map • Recognise some similarities and differences between life in this country and life in other countries • Explore the natural world around them • 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
	History	<ul style="list-style-type: none"> • Comment on images of familiar situations in the past • Compare and contrast characters from stories, including figures from the past
	Science	<ul style="list-style-type: none"> • Describe what they see, hear and feel whilst outside • Explore the natural world around them • Understand the effect of changing seasons on the natural world around them • Changing states of matter
Expressive Arts and Design	Art	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings • Return to and build on their previous learning, refining ideas and developing their ability to represent them • Create collaboratively, sharing ideas, resources and skills
	Design and Technology	<ul style="list-style-type: none"> • Return to and build on their previous learning, refining ideas and developing their ability to represent them • Create collaboratively, sharing ideas, resources and skills
	Music and Drama	<ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses • Watch and talk about dance and performance art, expressing their feelings and responses • Sing in a group or on their own, increasingly matching the pitch and following the melody • Develop storylines in their pretend play • Explore and engage in music making and dance, performing

Physical Development	PE	<p style="text-align: right;">solo or in groups</p> <ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> - rolling - crawling - walking - jumping - running - hopping - skipping - climbing • Progress towards a more fluent style of moving, with developing control and grace • 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 • 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
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