



## Early Years Curriculum Intent and Core Skills

What we want all Children to leave with	What we will put in place to achieve this	Core Skills
<p><b><u>Reading</u></b></p> <p><i>To gain a love of reading and books, providing a narrative to the pictures and building confidence in early phonics.</i></p> <ul style="list-style-type: none"> <li>❖ To recall 5 familiar stories.</li> <li>❖ Know that books can be used as a source of information.</li> <li>❖ To be confidence in acting out stories in their play.</li> <li>❖ To write, use story maps, create art or role play to tell stories.</li> <li>❖ Hearing phonetic sounds in everyday moments</li> <li>❖ Recognising phonemes and graphemes</li> <li>❖ To segment and blend</li> </ul>	<ul style="list-style-type: none"> <li>❖ Core books</li> <li>❖ Props available for all the core books</li> <li>❖ High quality phonics teaching</li> <li>❖ Replicate stories</li> <li>❖ A range of books (Fiction/Non-Fiction)</li> <li>❖ Story mapping</li> <li>❖ Role play opportunities</li> <li>❖ Promoting reading at home</li> <li>❖ Parent workshops and sessions in school</li> <li>❖ Provide children with a range of resources</li> <li>❖ Daily storytelling and book of the week.</li> <li>❖ Phonics stations</li> <li>❖ Engaging book corners</li> </ul>	<ul style="list-style-type: none"> <li>❖ Self-regulation (Risk)</li> <li>❖ Listening and Attention</li> <li>❖ Receptive Language</li> <li>❖ Expressive Language (Role Play)</li> <li>❖ Respect each other and environments</li> <li>❖ Forming Positive Relationships</li> <li>❖ Phonics (RWI – Progression)</li> <li>❖ Cutting skills</li> <li>❖ Early Writing Skills - Pencil grip and posture.</li> <li>❖ Early mark-making - Letter Formation</li> <li>❖ Understanding of story structure</li> <li>❖ Designing and Making</li> <li>❖ Counting</li> </ul>
<p><b><u>Maths</u></b></p> <p><i>A secure and deep knowledge of numbers to 10 in a range of contexts.</i></p> <ul style="list-style-type: none"> <li>❖ Recognise, count and represent numbers to 10.</li> <li>❖ To use the language of number.</li> <li>❖ Identify 1 more and 1 less with numbers to 10.</li> <li>❖ Number magnitude</li> </ul>	<ul style="list-style-type: none"> <li>❖ Exposure to the environment</li> <li>❖ Correctly (subitise, more, less) Number describing totals.</li> <li>❖ Number rhymes and songs</li> <li>❖ Opportunity of practising number around the environment</li> <li>❖ Number of the week</li> <li>❖ High quality planned sequential maths teaching</li> </ul>	<ul style="list-style-type: none"> <li>❖ Reasoning</li> <li>❖ Exploration of Movement</li> <li>❖ Managing Self</li> </ul>



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	<ul style="list-style-type: none"> <li>❖ An identified sequence of learning that recognises the learning pace of individuals</li> <li>❖ Staff to maximise opportunities for making number real.</li> </ul>	
<p><b><u>Communication and Language</u></b></p> <p><i>The confidence to express ideas in a conversation.</i></p> <ul style="list-style-type: none"> <li>❖ Listen attentively in a range of situations</li> <li>❖ To use a bank of vocabulary in order to effectively communicate with adults and peers.</li> <li>❖ Articulate own ideas and interests, talk about family and home.</li> <li>❖ Ask adults and peers for help.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Open ended resources that promote opportunities for sustained shared thinking.</li> <li>❖ Adults who create time to respond.</li> <li>❖ Adults who plan explicitly for enriching vocabulary throughout the day.</li> <li>❖ A provision that is based upon individualised interest led vocabulary progression.</li> <li>❖ Staff will articulate the reasons for rules.</li> </ul>	
<p><b><u>Physical</u></b></p> <p><i>An understanding of movement and healthy living through active learning</i></p> <ul style="list-style-type: none"> <li>❖ Develop fine and gross motor skills</li> <li>❖ Explore movement of body with control.</li> <li>❖ Take managed risks in learning both indoors and outdoors.</li> <li>❖ An understanding of the benefits of health eating and healthy living.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Daily busy fingers activities</li> <li>❖ Fine motor skill stations</li> <li>❖ Write dance programme (gross motor skills)</li> <li>❖ Yoga, mindfulness and massage</li> <li>❖ Healthy snacks</li> <li>❖ Allowing all children to take risks and be involved.</li> <li>❖ Daily mile</li> <li>❖ Local walks</li> <li>❖ PE sessions weekly</li> </ul>	



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<p><b><u>Independence</u></b></p> <p><i>The confidence to demonstrate independence in everyday tasks.</i></p> <ul style="list-style-type: none"><li>❖ Children take pride in their personal hygiene routines.</li><li>❖ The ability to dress and undress independently.</li><li>❖ To be responsible for their own belongings.</li><li>❖ Show respect for the school and wider environment.</li><li>❖ Follow class routines.</li></ul>	<ul style="list-style-type: none"><li>❖ Children to change into PE kits at school.</li><li>❖ Children are encouraged to change themselves if they get wet.</li><li>❖ Provide them with the resources they need to effectively take pride in their personal hygiene.</li><li>❖ Lessons around hygiene.</li><li>❖ Embed class and school rules and routines.</li><li>❖ Rhymes to help with hand washing effectively.</li><li>❖ Monitor jobs in the classroom.</li></ul>	
<p><b><u>Mental Health</u></b></p> <p><i>Recognise and manage their feelings and emotions.</i></p> <ul style="list-style-type: none"><li>❖ To recognise the different feelings that they will experience.</li><li>❖ To recognise different feelings in others.</li><li>❖ To use a range of strategies to self-regulate.</li><li>❖ To communicate their feelings appropriately with adults and peers.</li><li>❖ Be kind</li></ul>	<ul style="list-style-type: none"><li>❖ Resources that allow children to express their feelings through Zones of Regulation.</li><li>❖ Adults that allow children to solve their own problems and conflicts.</li><li>❖ Opportunities for children to identify emotions and how they make them feel.</li><li>❖ Resources that demonstrate a range of emotions and feelings.</li><li>❖ Staff who seize opportunities to enrich emotional literacy.</li><li>❖ Provide children with communication, either verbal or gesture, that will support conflict resolution.</li></ul>	



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	<ul style="list-style-type: none"> <li>❖ Jigsaw PSHE sessions.</li> <li>❖ Nurture day and activities such as Network hand.</li> </ul>	
<p><b><u>Rhymes and Singing</u></b></p> <p><i>The confidence and ability to recite familiar rhymes and songs</i></p> <ul style="list-style-type: none"> <li>❖ To remember and perform 5 nursery rhymes.</li> <li>❖ To use memorable actions to sing and perform songs.</li> <li>❖ To explore cultures from our community.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Rhyme of the week.</li> <li>❖ Daily singing.</li> <li>❖ Encourage children and families to share nursery rhymes in their home language.</li> <li>❖ Rhyme challenge.</li> <li>❖ Nursery rhyme week.</li> <li>❖ Provide props to different rhymes.</li> <li>❖ Use Makaton sign language when singing.</li> <li>❖ Share the rhymes with families.</li> </ul>	
<p><b><u>Curiosity</u></b></p> <p><i>The confidence and ability to ask questions about existing and new interests.</i></p> <ul style="list-style-type: none"> <li>❖ Answering questions about the natural world.</li> <li>❖ Knowing where to find information.</li> <li>❖ To explore and investigate the world area them.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Providing opportunities to ask questions.</li> <li>❖ Use books and ICT to access information.</li> <li>❖ Science investigations.</li> <li>❖ New vocabulary for children – Topic.</li> <li>❖ Investigation areas.</li> <li>❖ Curiosity cube - Reception</li> </ul>	