



## Long Marston Primary Early Years Foundation Stage Curriculum Aims

<b>Our children will be confident using a variety of tools.</b>	<b>Our children will celebrate diversity in modern Britain.</b>	<b>Our children will be able to grow and prepare their own food.</b>	<b>Our children will retell a story using ambitious language.</b>	<b>Our children will know and use some signs of Makaton</b>
<b>Sequence of learning:</b>	<b>Sequence of learning:</b>	<b>Sequence of learning:</b>	<b>Sequence of learning:</b>	<b>Sequence of learning:</b>
Grips tools to make marks. Uses simple tools to effect changes to materials. Shows a preference for a dominant hand.	Identify and share special/significant events in their own lives. See themselves as a valuable individual.	Explore the natural world around them. Identify and name wild plants in the locality	Understand how to listen carefully and why listening is important. Listen carefully to rhymes and songs.	Explore different ways of communication and why we use it.
Use a modified tripod grip to make circles or lines during play.	Show interest in/ask questions about the lives of people who are familiar to them.	Name and explore plants that they eat and select plants to grow.	Learn rhymes, poems and songs.	Observe Makaton signing in a range of contexts.
Use a tripod grip on drawing/painting tools to draw an enclosed shape to represent people with dots or different sized lines to represent detail.	Describes special times or events for family or friends.	Uses tools to prepare the growing site.	Engage in story times.	Copy Makaton signs in the correct context.
Manipulates a range of tools and equipment in one hand.	Show interest in different occupations and ways of life.	Plant seeds (see MTP) and care for growing plants.	Listen to and talk about stories to build familiarity and understanding.	Greet someone using Makaton signs - Good morning Good afternoon Hello
Develop their fine motor skills so that they can use a range of tools (see MTP).	Identify some of the things that make them unique.	Understand the effect of changing seasons, climate and wildlife on plants.	Explore and learn new vocabulary.	Use Makaton signs for manners - Please Thank you



<p>Makes a variety of marks that are needed for letter formation such as clockwise and anticlockwise rotational movements.</p> <p>Use one handed tools to squeeze and turn.</p>	<p>Compare different ways of life- identify similarities and differences.</p>	<p>Observe similarities and differences between the plants. Explore the length of time that different seeds need to grow. Compare heights</p>	<p>Use new vocabulary in different contexts.</p>	<p>Understand signs for visual timetable.</p>
<p>Write some letters accurately. Develop an understanding of directionality. Demonstrate dexterity using tools that require both hands.</p>	<p>Understand that some places are special to members of their community.</p>	<p>Understand the key features of the life cycle of a plant.</p>	<p>Role play, perform and develop familiar storylines in their pretend play.</p>	<p>Sign visual timetable.</p>
<p>Write a simple phrase or caption using tools effectively.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Harvest their produce and prepare for consumption, composting and replanting.</p>	<p>Retell a story, once they have developed a deep familiarity with the text: some as exact repetition and some using their own words using ambitious vocabulary.</p>	<p>Sign selected Nursery Rhymes and songs.</p>
<p>Use a range of tools competently, safely and independently.</p>	<p>Knows some similarities and differences between different religious and cultural communities in Britain</p>	<p>Know and talk about how healthy eating supports their overall health Understands the importance of and ways to promote good oral health.</p>		<p>Sign numbers Sign letters of the alphabet Sign their name</p>



## Curriculum Aims and KS1 Readiness Objectives

Our children will be confident using a variety of tools.	Our children will celebrate diversity in modern Britain.	Our children will be able to grow and prepare their own food.	Our children will retell a story using ambitious language.	Our children will know and use some signs of Makaton
<p><b>Design and Technology</b> To make / build / construct objects using a variety of materials and tools. To join materials together when making / building / constructing.</p> <p><b>Writing</b> Holds pencils, pens and other marking making tools appropriately so that they can make marks in an increasingly controlled way. Have opportunities to make marks, and then to write about things in the world around them that they are inspired to write about. Write words and sentences to help them to remember what they have done.</p> <p><b>Art</b> Hold tools like pencils, paint brushes, scissors with increasing precision.</p>	<p><b>RE</b> To know that different people have different faiths. To know that some stories come from different holy books, and to express ideas in response to those stories. To know that different people have different times of celebration. To understand that different people have different ways of celebrating major events. To know that people of all faiths can and do live well alongside each other. To enjoy joining in with family customs and routines. To be able to express some of their own families' customs and traditions. To know that different people have a range of different ways of showing their beliefs, including prayers and worship. To know about the similarities and differences between</p>	<p><b>Design and Technology</b> To recognise different foods as either healthy or unhealthy. To know how to use basic cutlery and utensils to make and eat food. To follow simple instructions to make different foods.</p> <p><b>Science</b> To feel confident to answer simple questions about observable properties of plants around them. To compare objects in their environment and talk about similarities and differences. To ask questions about the world around them, and seek to find their own answers. To know what a plant is. To know what a flower is.</p>	<p><b>Reading</b> Developing a knowledge of stories including rhyme and identify the rhyming words within them. Developing their skills and abilities to comprehend within familiar stories, and from pictures in illustrated stories. Developing their skills and abilities in retelling familiar stories. Routinely accessing picture books and stories. Listening to others expressively tell stories. Learning that stories and books can put them in imaginary worlds full of adventure and excitement.</p> <p><b>Writing</b> To explore language and vocabulary in stories and the environment, and begin to</p>	<p><b>PSHE</b> Recognise and show sensitivity to their own and others needs. Recognise similarities and differences between themselves and others.</p>



<p><b>PSHE</b> Shows an understanding of how to stay safe in a range of common situations.</p>	<p>themselves and others, and among families, communities, cultures and traditions.</p> <p><b>PSHE</b> Recognise and show sensitivity to their own and others needs. Recognise similarities and differences between themselves and others.</p> <p>Shows an understanding of their own feelings; and those of others.</p> <p>Name and describe people who might help us in the local community (police, fire service, doctors and teachers).</p> <p><b>Geography &amp; History</b> Know where they live. Talk about places in stories. Using language that relates to place. Share their memories of significant events in their own lives. Share their memories of things that they have done with people that are special to them including friends, family, classmates and teachers.</p>	<p>To know where you see plants. To describe different plants and flowers. To know about different types of weather. To observe changes in trees and plants as the seasons progress.</p> <p><b>Maths</b> To measure everyday objects using a mixture of non-standard and standard measurements. To begin to order and sequence events using everyday language related to time. To begin to measure time. To explore the use of different measuring tools in everyday experiences and play.</p> <p><b>PSHE</b> Shows care and concern for living things.</p>	<p>use them accurately when talking.</p> <p><b>Music</b> To join in with singing familiar songs and rhymes. To make up songs and rhymes of their own.</p>	
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