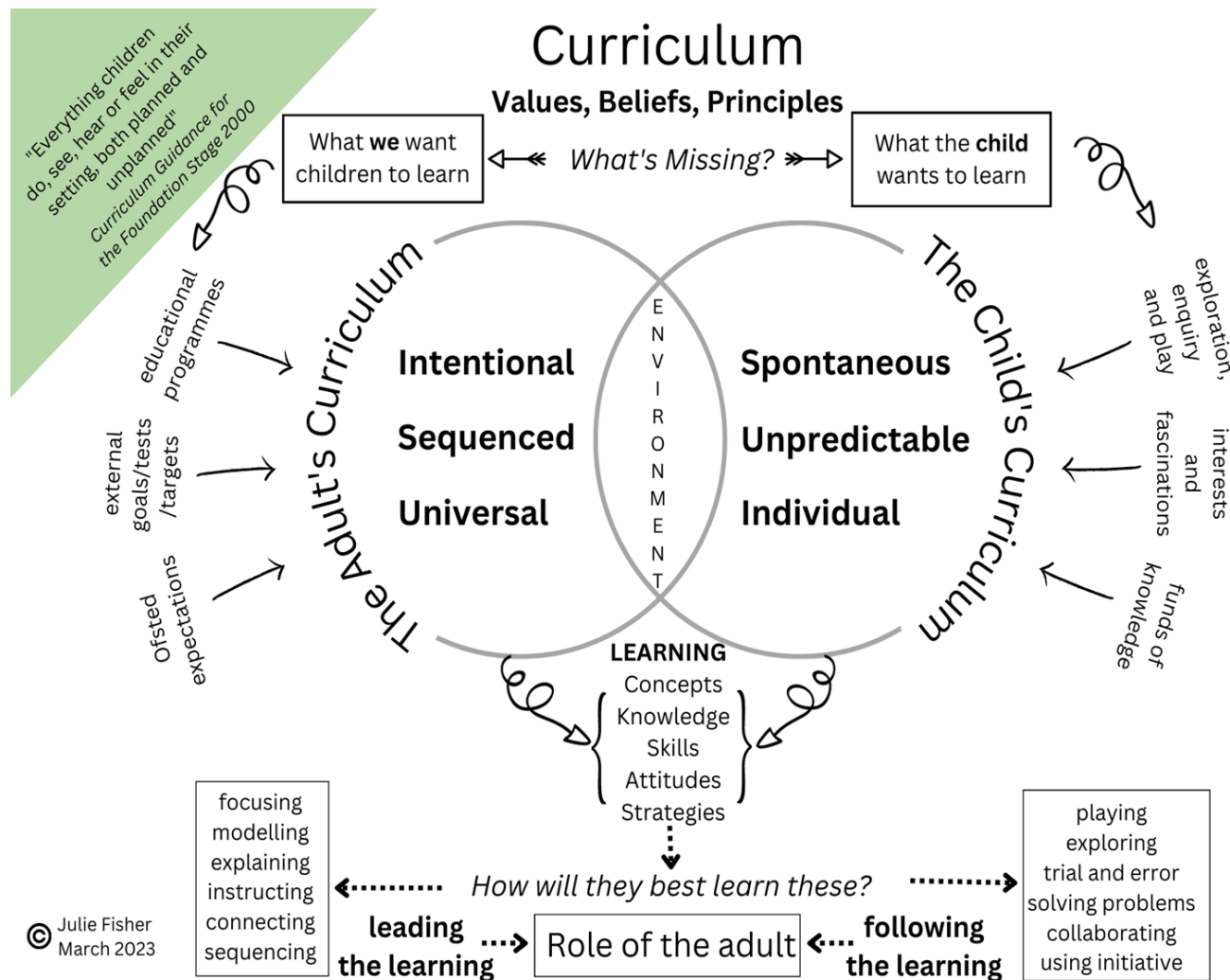




EARLY YEARS CURRICULUM

The Drive Primary School 2026-2027



Designing our Curriculum

This diagram identifies the different influences at play in our Early Year's curriculum.

Our curriculum has been 'knitted together' with the child at the core. We have looked at what it means to be a child at The Drive Primary, and what support children need to thrive here in school. This is the fundamentals that underpin our Early Year's curriculum.



Early Years Curriculum and Progression document			
School Vision For Early Years	<p>The Early Years Foundation Stage (EYFS) sets the standards that all Early Year's providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. At The Drive Primary School, we have created a curriculum that embodies this ethos and has been developed for the children at The Drive.</p> <p><u>Purpose and aims of our curriculum:</u></p> <p>Quality and consistency in all our early year's settings, so that every child makes good progress and no child gets left behind;</p> <p>A secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly;</p> <p>Partnership working between practitioners and with parents and/or carers;</p> <p>Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.</p>		
Whole School Values	<ul style="list-style-type: none"> • Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured; • Children learn to be strong and independent through positive relationships; • Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and • Children develop and learn in different ways and at different rates and it is our job as practitioners to always have high expectations and encourage children to be the best they can be. 		
Characteristics of Effective Learning <i>(different behaviours of how children learn)</i>	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,	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.

			accept challenges and learn persistence.			
Possible broad themes <i>(please note that these themes are suggestive, and this is not an exhaustive list. Early Year’s practitioners at The Drive Primary are encouraged to follow children’s interests)</i>						
	Au1	Au2	Sp1	Sp2	Su1	Su2
Suggested Themes	All about me Healthy me Homes and houses Families	Seasonal change Christmas Bonfire night	Traditional tales Africa Jungles and Savannahs	Dinosaurs Animals	Sowing and growing Bugs and minibeast Life cycles	Seaside Under the sea Pirates
Celebrations	Harvest Festival Diwali Autumn	Halloween Bonfire Night Remembrance Day Christmas	New Year’s Day Lunar New Year Pancake Day	St Patrick’s Day Mother’s Day Ramadan begins Easter	Eid al-Fitr Earth Day	Father’s Day Eid al-Adha Summer Solstice
Possible texts/core texts <i>(to run alongside our whole school reading spine)</i>	The Great Big Book of Families Tiger Who Came to Tea Daisy, eat your peas! In Every House on Every Street Dogger Here We Are LuLu’s First Day	Fireworks Sense Poems Stickman (seasons) Jolly Christmas Postman The Christmas Story	Traditional Tales We’re Going on a Bear Hunt We’re Going on a Lion Hunt Tinga Tinga Tales Handa’s Surprise	Tyrannosaurus Drip Stomp, Chomp, Big Oars, Here Come the Dinosaurs! Harry and his Bucketful of Dinosaurs Dinosaur Roar! Mary Anning – Little	Jasper’s Beanstalk Jack and the Beanstalk The Tiny Seed Sam Plants a Sunflower Ten Seeds	Bear’s Adventure The Storm Whale What the Ladybird Heard at the Seaside Sharing a Shell Clean Up! The Snail and The Whale

	The House in the Woods			People, Big Dreams		
Visits/visitors <i>(may change- Subject to following children's interests)</i>	Local Area Walks Local Transport Walks Visits to Local Parks Transport Trip	Nativity (In school) Visit to Local church Visits to Pantomime Visits to Christmas events	Seven Stories Visit to Gibside (potential for funding to be allocated for this trip)	Visit to Hancock Museum to see Dinosaurs Visit to a Farm to see the new life being born (Ouseburn)	Community gardens in Felling to help with planting seeds Visit to Saltwell park (using buses) to see the gardens	Joint Nursery and Reception Beach trip (Transition) Visit to the Aquarium End of Year Celebrations (Reception meal out)
Opportunities to create links between parents/community Cultural Capital	Induction of new parents by welcome to school sessions in Nursery Stay and Play (Nursery) Phonics meetings for Reception	Stay and Play (Reception) Craft making sessions Parent workshops to help with wider community issues (e.g 123 magic)	Cultural Capital Trips- Inviting Parents to join us on free trips to Hancock Museum/Seven Stories etc	Easter Celebrations (Nursery and Reception) Easter Stay and Plays	Invite parents/carers in to help with planting flowers/seeds in the EY's gardens Start Transition planning for Parents-share this with parents	Parent open evenings to see the Reception provision New intake meeting in hall End of year celebration activities
Phonics <i>(see separate plan for Specific Sounds Write Planning)</i>	Unit 1 (a,im,s,t) Unit 2 (n,op) Unit 3 (b,c,g,h)	Unit 4 (d,e,f,v) Unit 5(k,l,r,u) Unit 6 (j,w,z)	Unit 7 (x,y,ff,ll,ss,zz) Unit 8 (2 consonants in final	Unit 9 (2 consonants in initial position)	Unit 11 (sh, ch,th,ck,wh,ng <q> <u>	Recap of Unit 11 Bridging lessons for Year 1

(implemented in Reception)		Unit 7 (x,y,ff,ll,ss,zz)	position, 3- and 4- word sounds)	Unit 10 (3 adjacent consonants and 5 sound words)		
Phonics Nursery-Phase 1	<p>In Nursery, we focus on developing children's speaking, listening and sound discrimination skills, providing the foundations for future reading and writing. Through play-based and practical activities, children explore environmental sounds, instrumental sounds, body percussion, rhythm and rhyme, alliteration, voice sounds, and oral blending and segmenting, helping them to tune into sounds, develop auditory memory and build early phonological awareness. This strong foundation supports communication and language development and prepares children for the systematic teaching of phonics.</p> <p>Phase 1 is organised into key areas, including:</p> <ul style="list-style-type: none"> • Environmental sounds (e.g. everyday noises) • Instrumental sounds (exploring musical sounds) • Body percussion (clapping, tapping, stamping) • Rhythm and rhyme • Alliteration (words that start with the same sound) • Voice sounds • Oral blending and segmenting (hearing and joining sounds in words) <p>For more information, please see the Phase 1 Phonics planning document followed by Nursery.</p>					
C and L	<p>Nursery Goals:</p> <p><i>Speaking</i></p> <ul style="list-style-type: none"> • Explain, describe, recount and retell using recently introduced vocabulary • Use a sentence of 4-6 words • Use connectives to link words and sentences e.g. and, because, or <p><i>Listening, Attention and Understanding</i></p> <ul style="list-style-type: none"> • Listen attentively to stories, songs and rhymes and respond by joining in • Understand and respond to two- and three-part instructions and why questions • Start a conversation and take it in turns to speak 					

	<p>Reception (ELG-EOY): <i>Listening, Attention and Understanding</i> 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.</p> <p><i>Speaking</i> 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.</p>					
Nursery Progression (2 Year old)	<p>I can respond to my name being called</p> <p>I can show an interest in familiar voices and sounds</p> <p>I can begin to settle to short songs, rhymes and stories</p> <p>I can attempt to copy words modelled by adults</p> <p>I can use a growing range of vocabulary linked to home and Nursery and I can name familiar people and objects.</p>	<p>I can respond to simple questions such as 'where is?'</p> <p>I can identify simple one step instructions with support</p> <p>I can use single words consistently to communicate</p> <p>I can use language during play with adults</p> <p>I am beginning to combine two words together.</p>	<p>I can start to maintain attention for short periods during adult led activities</p> <p>I can enjoy listening to simple rhymes and short stories</p> <p>I can use language to request, protest and comment</p> <p>I know the names of familiar animals, toys and people</p>	<p>I can start to understand simple positional language such as in and on</p> <p>I can show some awareness of simple back and forth conversations</p> <p>I am starting to recall and talk about familiar events and experiences e.g. birthday/Christmas</p> <p>I am starting to ask simple questions during play and on things that interest me</p>	<p>I am starting to follow simple two-part instructions with support</p> <p>I understand simple what and who questions</p> <p>I am using my language skills to share ideas during play with my key person</p>	<p>I can follow familiar routines and instructions with the support from my key person</p> <p>I am gaining confidence to use my newly introduced vocabulary during play</p> <p>I can talk confidently about familiar experiences</p>
Nursery Progression (3 and 4)	<p>I know how to use talk with familiar adults and peers creating sentences in their play</p> <p>I know how to follow instructions</p>	<p>I know how to use short sentences to explain</p> <p>I know how to listen to stories and songs with interest and engagement</p>	<p>I know how to join in with familiar stories and rhymes</p> <p>I know how to use different vocabulary including scientific and linked to stories</p>	<p>I know how to respond appropriately when questioned</p> <p>I know how to pose my own simple questions to find out more</p>	<p>I know how to take turns to speak in a conversation</p> <p>I know how to use language to explain, retell, describe</p>	<p>I know how to respond to a range of question types- particularly link to 'why' questions</p> <p>I know how to express a point of view</p> <p>I know how to develop a</p>

	I know how to answer questions (what, who, where, when)	I know how to use a wide range of words appropriately and in context	I know how to show understanding of 'why' questions	I know how to join in and recall stories with repetition		wide ranging vocabulary- scientific and descriptive
Reception Progression	<p>I know how to listen carefully and know why it is important.</p> <p>I can talk in front of small groups and their teacher offering their own ideas.</p>	<p>I know how to understand how and why questions and respond to them appropriately</p> <p>I can understand and use new vocabulary throughout the day</p>	<p>I am confident to extend my language to use questions to find out more (linked to an interest)</p> <p>I can talk in full sentences (with support) and start to use conjunctions (e.g. because, and)</p>	<p>I can retell a story without prompts and start to offer different perceptions of the story (e.g. a different ending)</p> <p>I can engage in nonfiction stories and have experience of lots of different types of stories.</p>	<p>I can understand a question such as 'who, what, when and why'</p> <p>To use talk to sequence, organise, clarify thinking ideas, feelings and events</p>	<p>To be able to have a confident conversation with my peers/adults, responding to appropriate exchanges</p> <p>To be able to use talk in a range of tenses (sometimes not always correct) e.g.- Me and brother played out.</p>
PSED	<p>Nursery Goals</p> <p>Self-Regulation</p> <ul style="list-style-type: none"> Starting to identify feelings and follow rules <p>Building Relationships</p> <ul style="list-style-type: none"> Form positive relationships with adults and peers through cooperation <p>Managing Self</p> <ul style="list-style-type: none"> Handling new social experiences <p>Reception (ELG-EOY)</p> <p><i>Self-Regulation</i></p> <p>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.</p> <p><i>Managing Self</i></p> <p>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. 20 Building Relationships 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.</p>					

Nursery Progression (2 Year old)	<p>I can begin to separate from my main carer with support</p> <p>I know who my key person is and who I seek when I need help</p> <p>I can start to make simple choices e.g. choosing a toy/game I want to play</p> <p>I show interest in interacting with my peers</p> <p>I enjoy simple interactive games such as peek-a boo and turn taking games</p>	<p>I respond positively to praise and encouragement</p> <p>I am starting to understand nursery routines</p> <p>With support, I can attempt simple self-care tasks</p> <p>I am starting to become aware and notice other children's emotions</p> <p>I am starting to seek out peers with who I want to share experiences with.</p>	<p>I am beginning to manage emotions with adult support</p> <p>I can start to wait briefly for a turn</p> <p>I am starting to try new experiences with reassurance</p> <p>I can communicate needs and wants to adult and peers</p>	<p>I am starting to identify some feelings in themselves and others</p> <p>I will seek out my key person when I need to feel calm</p> <p>I am starting to cope with minor changes in routine</p> <p>I can take pride in my achievements</p>	<p>I am growing in confidence in seeking new experiences</p> <p>I am starting to make independent choices throughout the day</p> <p>I am attempting to manage toileting, dressing and handwashing with support</p> <p>I am starting to engage in pretend play with others</p>	<p>I can follow simple expectations and boundaries consistently</p> <p>I am starting to show resilience I can complete familiar task with decreasing support</p> <p>I can show confidence when trying new activities</p> <p>I have developed a positive relationship with my key person</p>
Nursery Progression (3 and 4)	<p>I know school's rules and responsibilities</p> <p>I know about healthy lifestyles (inc teeth, food, exercise)</p>	<p>I know how to be a good friend</p> <p>I know how to work with a peer and build play</p> <p>I know how to contribute to a sense of community (Key person)</p>	<p>I know how to use my Independence</p> <p>I know how to select and use resources</p> <p>I know how to show more confidence in new social situations</p>	<p>I know the names of Feelings</p> <p>I know how to manage my personal hygiene in terms of hand washing, toileting etc.</p>	<p>I know how others are Feeling and how I may help them (e.g give a cuddle)</p> <p>I can name 2 or 3 friends I play with and seek them to join in my play</p> <p>I know how to follow rules and I am starting to gain confidence in doing this without adult support</p>	<p>I know how to maintain relationships and friendships</p> <p>I know ways to solve conflicts and rivalries with support from my key person</p>
Reception Progression	<p>I can follow one step instructions, recognise different emotions and focus during short whole class activities.</p>	<p>I be aware of how others are feeling and to consider others feelings.</p> <p>I can consolidate the learnt knowledge about</p>	<p>I can focus for longer carpet sessions on the carpet</p> <p>I am starting to show resilience and perseverance in the face of a challenge</p>	<p>I know my different feelings, and I can begin to moderate my feelings and ask when I need help</p> <p>I am stating to show independence with dressing and undressing</p>	<p>I can show that I can manage my own feelings using taught techniques</p> <p>I am fully independent with self-care needs</p>	<p>I can follow three step (or more) instructions</p> <p>I can adopt a can-do attitude</p> <p>I am starting to developing my confident talking to unfamiliar adults from my school</p>

	I can wash hands independently I know to get support from adults and gain confidence to speak to peers and adults.	rules and expectations taught in Nursery I can continue to develop friendships/relationships with peers/Reception Staff	I can turn take, and I am starting to use taught strategies for developing this in play	I can listen to the ideas of others, take on board other children's feelings and work together to reach a compromise	I am able to dress/undress myself I can start to work well as part of a group.	
Physical Development (Fine Motor and Gross Motor)	Nursery Goals Healthy Living and Hygiene <ul style="list-style-type: none"> I can use the toilet ind. (inc. hygiene) and am usually dry throughout the day I can make healthy choices Gross Motor Skills <ul style="list-style-type: none"> I can balance (balance bikes, scooters, climbing) I can skip, hop and stand on one leg I can use large scale muscle movements Fine Motor Skills <ul style="list-style-type: none"> I can use one handed tool confidently I can use a comfortable grip with good control when using pencils Reception (ELG-EOY) <i>Gross Motor Skills</i> 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 <i>Fine Motor Skills</i> 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					
Nursery Progression (2 year old)	I can grasp and explore objects using hands and fingers I can pick up small items using fingers and thumbs	I am starting to make marks using a variety of resources I can explore large constructions materials (e.g building blocks)	I can create lines and circular marks I am starting to show a hand preference	I am starting to thread large beads or objects I am starting to fit objects together during construction play	I can complete simple inset puzzles I can manipulate smaller objects with greater precision	I am showing increasing independence during self-care tasks such as feeding I will use a range of tools during creative activities

	I know how to use my body to run, sit,	I can start to explore playdough and malleable materials				I am starting to use mark making tools with increasing accuracy and control
Nursery Progression (3 and 4)	<p>I know how to use fundamental movement skills e.g. run, jump hop</p> <p>I know how to use my core muscle strength to achieve good posture (start to develop handwriting posture)</p>	I know my dominant hand and can use it for pencil control (not secure)	<p>I know how to negotiate space and obstacles safely</p> <p>I know how to use different movement styles to match situations e.g. crawling through tunnels etc.</p> <p>I am starting to know how to use a range of tools effectively including pencils and scissors</p>	I know how to use strength, balance and co-ordination and experiment and use different ways of moving- bikes/ scooters etc.	<p>I know how to use different ways of moving</p> <p>I know how to make large scale movements and balance</p> <p>I know how to use one handed tools and equipment</p>	<p>I know how to use a range of small tools effectively- drawing with accuracy</p> <p>I know the skills needed to get through the school day e.g. lining up</p> <p>I know how to use a comfortable pencil grip (not consistent)</p>
Reception Progression	<p>I can move safely in a space in my PE lessons and at other times throughout the day</p> <p>I can demonstrate how to use a tripod grip when using mark making tools</p>	<p>I am confident to use different ways of travel when using equipment</p> <p>I can accurately draw circles, lines and shapes to draw pictures</p>	<p>I can control a ball in different ways, balance on a variety of equipment and climb</p> <p>I can handle scissors effectively</p>	<p>I can move confidently and creatively, using movement and imagination to connect ideas</p> <p>To use tripod grip to write effectively, demonstrating use of good pencil control and letter formation</p>	<p>I can play by the rules in a game and choose the best way to move for a purpose (e.g. During PE)</p> <p>I am comfortable to form most of my letters correctly</p> <p>I can use cutlery appropriately</p>	I am starting to write for a purpose and write independently using a tripod grip and correct letter formation
Literacy	<p>Nursery Goals</p> <p>Letter Formation</p> <ul style="list-style-type: none"> I can write some letters with good formation e.g. the letters from my name <p>Spelling</p> <ul style="list-style-type: none"> I can orally segment single sound CVC words e.g. c-a-t I can say the initial sounds in most words <p>Composition</p>					

	<ul style="list-style-type: none"> • I apply print knowledge to my emergent writing • I can write my own name <p>Reception (ELG-EOY)</p> <p><i>Comprehension</i></p> <p>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.</p> <p><i>Word Reading</i></p> <p>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.</p> <p><i>Writing</i></p> <p>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</p>					
Nursery Progression	<p>I know how to mark make through gross motor movements</p> <p>I know how to join in with stories, rhymes and songs</p>	<p>I know how to use stories and retelling in my play</p> <p>I know how to sequence and retell stories</p> <p>I know print has a purpose</p>	<p>I know how to use fine motor skills</p> <p>I know how to air write letters I have been taught</p> <p>*Weekly introduction to sounds, introduced in the same order as SW.</p>	<p>I know how to use story vocabulary in play</p> <p>I know some of the letters of my name and familiar others e.g. m for mum</p> <p>I know how to use my fine motor skills to mark make</p>	<p>I know the initial sound in some words</p> <p>I know some words which rhyme</p> <p>I know how to use emergent writing in my play</p> <p>I know how to use acquired and new vocabulary</p> <p>I know how to write some letters from my name</p> <p>*Intervention groups to run with Reception</p>	<p>I know the initial sound in some words</p> <p>I know some words which rhyme</p> <p>I know how to use emergent writing in my play</p> <p>I know how to sequence events and retell stories</p> <p>I know how to and can attempt to write my name</p> <p>*Intervention groups to run with Reception Support (SW trained staff)</p> <p>Skill focus on orally blending and segmenting</p>

					Support (SW trained staff) Skill focus on orally blending and segmenting	
Reception Progression	<p>I independently look at a book, understand why we have a front cover/blurb and can turn pages with no support</p> <p>I am starting to blend and segment to hear the sounds in CVC words</p> <p>I can give purpose to why I am writing and tell you what my writing means</p>	<p>I am confident to engage and explore a wide range of books</p> <p>I can start to identify some simple captions/sentences and use my phonics skills to read them (eg The cat is red)</p> <p>I am starting to form most of my letters correctly</p>	<p>In my play, I like to act out stories recently introduced</p> <p>I know taught diagraphs and can recognise these in words. I am also starting to recognise some high frequency words</p> <p>I can write words starting with the write sound, and identify some sounds in them (e. g chapter may be written like c/a/p/t/a)</p>	<p>I can talk about the characters from different stories</p> <p>I can read words with taught diagraphs and high frequency words</p> <p>I can write labels/words with the write letter sound and I am starting to use writing in my play</p>	<p>I can retell a story with no support and act out different the endings.</p> <p>I can read longer sentences and books that contain diagraphs that I know. I can also demonstrate some understanding of what I have read</p>	<p>I can answer questions about what I have read</p> <p>I can read books confidently matched to my phonics ability</p> <p>I can demonstrate good understanding when writing using learnt diagraphs/high frequency words and punctuation (punctuation may not always been consistent or embedded)</p>
Mathematics	<p>Nursery Goals</p> <p>Numbers to Five</p> <ul style="list-style-type: none"> I can count, order, recognise and use numbers to 5 <p>Subitise</p> <ul style="list-style-type: none"> I can subitise up to 3 objects (recognise up to 3 objects quickly without counting) <p>Comparing</p> <ul style="list-style-type: none"> I can compare quantities using the vocabulary of greater, less, more, fewer and the same <p>Reception (EOY-ELG)</p> <p><i>Number</i></p> <p>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.</p> <p><i>Numerical Patterns</i></p>					

	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					
Nursery Progression	<p>I know how to subitise up to 2</p> <p>I know numbers past 5</p> <p>I know how to make comparisons between objects- size, length, weight and capacity</p> <p>I know how to use shapes for building thinking about their properties e.g. flat sides for stacking</p> <p>I know how to spot patterns and talk about them e.g. stripes on a scarf</p>	<p>I know how to experiment with their own symbols and marks</p> <p>I know numerals and amounts to 3</p> <p>I know how to count to 3</p> <p>I know how to use shapes for building thinking about their properties e.g. flat sides for stacking</p> <p>I know how to describe familiar routes</p> <p>I know how to discuss routes and locations positional language</p>	<p>I know how to make comparisons between objects related to size, height and length</p> <p>I know compare Capacity</p> <p>I know how to make comparisons between quantities</p> <p>I know to say one number name for each item</p> <p>I know you can see 3 in different ways (through different manipulatives e.g. 3 sticks as a row/ triangle/ on top of each other) and recognise them</p>	<p>I know how to use patterns- use patterned story The Train Ride- to retell simple stories</p> <p>I know how to create and extend ABAB patterns</p> <p>I know how to combine shapes to make new ones e.g. a bridge/ arch, bigger square, etc.</p> <p>I know 'finger' numbers to 5</p>	<p>I know how to count, order, recognise and use numbers to 5</p> <p>I know how to subitise up to 3 objects (recognise up to 3 objects quickly without counting)</p> <p>I know how to make comparisons between objects- 2D and 3D shapes (using informal vocab e.g. sides, straight, round, flat)</p>	<p>I know how to solve real world problems</p> <p>I know the language or more and fewer</p> <p>I know how to experiment with own symbols and marks</p> <p>I know how to identify, explain, continue and create patterns</p> <p>I know how to sequence events using time language e.g. first, next, then</p>
Reception Progression	<p>I have a deep understanding of numbers 1-3, able to subitise to 3 and explain the composition of 3</p> <p>I can verbally tell which group has more and which group has less</p>	<p>I have a deep understanding of numbers 1-5, able to subitise to 5 and explain the composition 5 using different materials (e.g. numicon)</p> <p>I can compare equal and unequal groups</p>	<p>I have a deep understanding of numbers 1-8, starting to subitise to 8</p> <p>I understand the difference between odd and even numbers (using numicon)</p>	<p>I have a deep understanding of numbers 1-10, and I am starting to subitise to 10</p> <p>I am starting to add and subtract number sentences (simple)</p>	<p>I know my number bonds to 5 and I am starting to know them to 10</p>	<p>I know my number bonds to 10.</p> <p>I know some doubling facts</p> <p>I can count beyond 20, and know some of my teen numbers, growing in confidence with representing them</p>
Understanding the world	<p>Nursery Goals</p> <p>Past and Present</p> <ul style="list-style-type: none"> I can talk about some of my own and my family's history (grandparents, parents, etc.) <p>People, Culture and Communities</p> <ul style="list-style-type: none"> I can talk about the differences I have seen in people, countries and communities 					

	<p>The Natural World</p> <ul style="list-style-type: none"> I can talk about the key features of life cycles using key vocabulary <p>Reception (ELG-EOY)</p> <p><i>Past and Present</i></p> <p>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</p> <p><i>People, Culture and Community</i></p> <p>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.</p> <p><i>The Natural World</i></p> <p>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.</p>					
	<p>Nursery Progression</p> <p>I know my own life story I know the names of different occupations</p> <p>I know how to talk about what they see using a wide vocabulary</p>	<p>I know how to differences between people and use positive language to discuss these</p>	<p>I know the need to respect and care for the natural environment and all living things</p> <p>I know that there are different countries in the world and talk about photos or their experiences</p>	<p>I know the key features of the life cycle of an animal</p> <p>I know how to use all my senses in hands on exploration of natural materials</p>	<p>I know how to plant seeds and care for growing plants</p> <p>I know the key features of the life cycle of a plant</p> <p>I know how to use all my senses in hands on exploration of natural materials</p>	<p>I know how to use all my senses in hands on exploration of natural materials</p> <p>I know how things work and why things happen</p>
	<p>Reception Progression</p> <p>I know about their own life story and know they have changed</p> <p>I can explore and ask</p>	<p>I know some similarities and differences between things in the past</p>	<p>I can talk about features of the environment I am in and learn about the different</p>	<p>I know about people who help us and who help us in the wider community. I am also able to talk about</p>	<p>I know that people in other countries may speak different languages.</p>	<p>I know some important processes and changes in the natural world</p>

	questions about the natural environment around me, outside and inside	and now. I know that there are many countries around the world and show and interest in learning about different cultures around the world	environments (e.g. seasons, learning about the beach) I am starting to understand the different religions and I can talk about my own experience with religion (eg going to church at Christmas, visiting the mosque)	their job role and purpose (e.g. Waste collectors) I can make observations about animals and start to talk about changes over time (eg life cycle)	I know that there are some key symbols that I can identify on a map	including states of matter. I know about the past through settings, characters and events.
Expressive Arts and Design	Nursery Goals Creating with Materials <ul style="list-style-type: none"> I can use a range of art materials, joining and colour mixing purposefully and freely Music <ul style="list-style-type: none"> I can sing, respond to and create music with instruments showing understanding of pitch, melody and rhythm Being Imaginative and Expressive <ul style="list-style-type: none"> I can start to develop my own stories linked to what I know through role & small world play Reception (ELG-EOY) <i>Creating with materials</i> 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. <i>Being imaginative and expressive</i> 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.					
Nursery Progression	I know how to explore the use of colour and design I know how to explore tools and their uses I know colours have names	I know how to invent and adapt stories through their role play and small world play I know and sing entire Songs I know colours can be mixed to create other colours	I know how to use props and materials in the role play area to re-create well known stories I know and perform songs and stories and pitch match songs I know how to draw	I know how to create my own designs and select materials I know how to adapt Designs I know how to join materials together	I know how to perform and create poems, songs and stories and play instruments I know how to invent and adapt stories through their role play and small world play	I know how to use of a range of tools I know my personal preferences for design I know why I have used selected materials and tools in my designs I know how to use pencil and tool control

			with accuracy I know tools have a purpose and I select them carefully		I know how to use the textures of materials in my designs	to create complex and detailed picture Consolidation and depth of skills and knowledge
Reception Progression	I can name all of my colours and know about to mix colours to make orange, blue and green	I can name different textures, talk about different textures and choose the different textures for a purpose	I can safely explore different joining techniques I can choose and explain joining techniques for a purpose I can explore instruments and confidently use instruments	I can make my own props to enhance my role play I can move in time to music and feel confident to perform in front of others	I can play an instrument and follow a musical pattern (e.g. claves along to a simple beat)	I can share creations, talk about processes used and begin to improve my creations I am inventive throughout all aspects of my play
Cultural Capital	<p>At The Drive Primary School, we believe that Cultural Capital is about giving each child the best start in life and the support needed to enable them to fulfil their full potential and achieve future success. We recognise that children arrive at our setting having had different experiences to others, and we aim to address any inequalities so that children are not limited by their social or economic circumstances. We see each child as an individual and tap into their interests to build upon their knowledge and skills and introduce them to aspects of our wonderful world that are new to them or have yet to experience.</p> <p>It is our intention to provide a curriculum which develops language, specifically teaches vocabulary, enhances and broadens experiences and opportunities for all children, particularly for our most vulnerable young learners. Our curriculum is pitched so that it offers a range of experiences, both indoors and outdoors, which engage, enthuse and enlighten. Our intention is to provide a culture of curiosity through magical moments and to support the children to develop the dispositions and attitudes that enable them to learn effectively. We believe that if all children have the opportunity to enjoy learning, this will prepare them for future success.</p> <p>Adults at The Drive Primary School have a wealth of experience which means high quality delivery of our intentions is possible and successful. This includes: forging strong relationships; working with other professionals; working with parents and the wider community; being highly inclusive; meeting children's needs; learning styles and interests; understanding the individual and diverse ways that children develop and learn; and their knowledge and understanding to actively support and extend children's learning in and across all seven areas of learning. We communicate with parents face to face regularly and use Tapestry in Nursery to help us to seek parent's opinions</p>					

	<p>about their child and facilitate shared experiences. In Reception, Parents are regularly invited into school to look at learning records and floor books to share learning.</p> <p>We prepare our children (and families) for what comes next. We have worked closely with our team to enable a smooth and effortless transition. We will continually reflect on what we offer our young children to ensure that we remain focused in our ambition to give children the essential knowledge that they need to prepare them for future success.</p>
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British Values in Early Years

Rule of Law- understanding rules	Individual Liberty- freedom for all
<p>Help children understand boundaries and acceptable behaviour</p> <p>Help children think about keeping safe away from danger</p> <p>Ensure that children understand their own and other's behaviour and the consequences and learn to distinguish right from wrong</p> <p>Collaborate with children to create the rules and the codes of behaviours e.g. the rules about tidying up and that children understand rules apply to everyone</p>	<p>Help children understand that they have the right to feel safe and not frightened</p> <p>Help children to understand feelings and teach the language of feelings</p> <p>Teach children to say 'no' if they don't like/want to do something</p> <p>Encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand that we are free to have different opinions</p> <p>Develop a positive sense of themselves. Provide opportunities for children to develop their self-knowledge, self-esteem, and increase their confidence in their own abilities</p>
<p>Where will you find this in our Curriculum?</p> <p>Personal, Social and Emotional development (PSED)</p> <p>Managing Self</p> <p>Self Regulation</p> <p>Building Relationships</p>	<p>Where will you find this in our Curriculum?</p> <p>Personal, Social and Emotional development (PSED)</p> <p>Managing Self</p> <p>Self Regulation</p> <p>Building Relationships</p> <p>Understanding of the World</p> <p>People and Communities</p>
Democracy- making decisions together	Mutual tolerance and respect - treat others as you want to be treated
<p>Build children's self-esteem, self-awareness and self confidence</p>	<p>Help children deal with conflicts by talking, explaining their motives and negotiating e.g. help with sharing toys</p>

<p>Build children's ability and willingness to say what they want/need and to speak up for themselves knowing they will be listened to</p> <p>Support the decisions that children make and provide opportunities that allow taking turns, sharing and collaboration</p> <p>Respect each other's views and values and talk about their feelings e.g. when they need/don't need help</p>	<p>Teach children to treat others as they would want to be treated themselves</p> <p>Share stories that reflect and value the diversity of children's experiences and providing resources, activities and trips that challenge gender, cultural and racial stereotyping</p> <p>Teach the children about cultural events and festivals</p>
<p>Where will you find this in our Curriculum?</p> <p>Personal, Social and Emotional development (PSED)</p> <p>Managing Self</p> <p>Self Regulation</p> <p>Building Relationships</p>	<p>Where will you find this in our Curriculum?</p> <p>Personal, Social and Emotional development (PSED)</p> <p>Managing Self</p> <p>Self Regulation</p> <p>Building Relationships</p> <p>Understanding of the World</p> <p>People and Communities</p>

