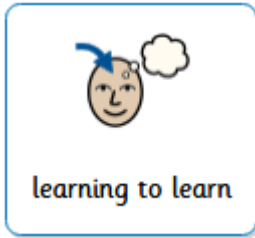
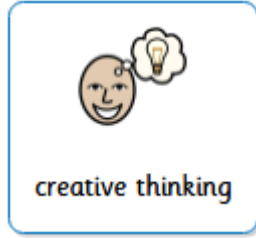
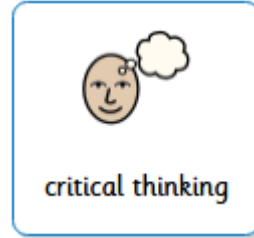




Fulbourn Primary - Early Years Foundation Stage Curriculum

Our Four Pillars of Early Years Learning

<u>Communication</u> 	<u>Learning to Learn</u> 	<u>Creative Thinking</u> 	<u>Critical Thinking</u> 
Develop children's vocabulary skills: Repeated exposure to target words, creative a collaborative and open environment which provides meaningful context.	Children's self-regulation and meta-cognition development: Children engage in activities where they are setting their own goals and monitoring their progress towards learning targets.	Encouraging children to consider different perspectives: Creativity can be defined as the manner of quickly and comprehensively thinking of many original ideas and possibilities that would also be of value to others. There are many aspects of creativity including cognitive flexibility, divergent thinking, imagination, intrinsic motivation, open mindedness when faced with uncertainty or change, and enjoyment of new things and experiences.	Active, hands-on learning using open-ended questions: Critical thinking describes children's ability to reflect critically on what they are learning. It includes the skill to process information at a high level, extract and evaluate information, and to draw conclusions accordingly.

Autumn 1 – We're Going on an Adventure						
Life Skills						
Lifestyle Choice	Communication		Safety		Responsibility	
<i>I am learning to use a knife and fork when eating my school lunches.</i> Learning to Learn – I will take control of my own learning and practice every day.	<i>I know how to greet people when I first meet them.</i> Learning to Learn – I will take control of my own learning and practice every day. Communication - I can say hello in two languages. <i>I have good manners.</i> Creative Thinking: I can learn and use simple manners when talking to others - 'thank you, please' Communication - I can say 'hello' in different languages.		<i>I can take reasonable risks.</i> Critical Thinking: I can talk about safe and unsafe tasks. Learning to Learn – I can identify what I would do if I was in danger or needed help. Creative Thinking: I know how to keep myself safe when using equipment. Learning to Learn - I can pass items safely (i.e. scissors)		<i>I can identify items that I need to meet my everyday needs.</i> Creative Thinking - Identify how different weather conditions would impact my choices. Critical Thinking – I can pack a bag with essential items for a trip. Learning to Learn - I can get my home time things (i.e., drink bottle, coat)	
Focus Texts	Additional Key Texts		Writing	Reading	Physical Development	Mathematics
Fiction: Gingerbread Man, (Vocabulary - Leap, accelerate, cunning, pursue, mocking) Non-Fiction: Instructions: On how to make gingerbread/How to catch a gingerbread man (Vocabulary -	How to catch a gingerbread man by Adam Wallace (Vocabulary – speed, trick, wizard, courage, defective, detective, victory lap) The Gruffalo by Julia Donaldson and Axel Scheffler (Vocabulary - adventure, brave, intimidating, sneaky, scared) On the way home by Jill Murphy (Vocabulary – imagination, vast, slithering, soaring)		I love to make marks and give meaning to them. Mark making for a purpose through 'messages' and using our phonics to write words and simple captions.	Retell familiar stories to their friends and within their play. Re-enacts and reinvents stories they have heard in their play. Listening to, joining in with and enjoying stories and poems. Read individual letters by saying the sounds for them (Phase 2 sounds).	PE – Fundamental (unit 1) and Introduction to PE To use practise scissors. Begin to use anticlockwise movement and retrace vertical and wavy lines. To copy some letters, e.g. letters from their name. Develop control in different movements such as skipping, slithering, climbing, shuffling,	The children will learn how to subitise and identify when a set of objects can be subitized and when counting is needed. We will hear and join in with the counting sequences and make different arrangements of numbers within 5. We will continue, copy and create simple repeated AB and ABC patterns.

first, then, next, after that, finally)	We're going on a bear hunt by Michael Rosen and Helen Oxenbury (wandering, joyful, obstacle, courageous, flee) Return by Aaron Becker We're going to find a Monster! By Malorie Blackman and Dapo Adeola It's raining, it's pouring, we're exploring by Polly Peters On Sudden Hill by Linda Sarah and Benji Davies .			balancing, rolling, crawling, walking, running, jumping, sliding and hopping. Negotiating space and developing spatial awareness to change direction and speed. Finger gym activities to develop skills to manipulate a range of tools and equipment in one hand such as pencils and scissors.	Using scales and measuring tools to weigh and measure ingredients for our own gingerbread men.
		Expressive Art and Design	Understanding the World	Personal, Social and Emotional Development	Communication and Language
		I am a musician – Name different musical instruments. I am an architect - Designing bridges/structures to help the gingerbread man cross the river safely. How can we make it stable? I am a baker – Mix ingredients to make gingerbread biscuits.	Religious Festivals and Celebrations– Diwali, Firework Night Ecological Curriculum – Pond: To observe living things in a natural environment. Noticing seasonal changes and looking at changes over time. Gingerbread Man Experiment – What will happen if we use different liquids? Let's make a prediction. A local adventure – Talk about previous adventures. Where did we go? What did we see? Taking our Teddies on an adventure – What can we see in our local area? How has it changed over time?	Beginning and Belonging I'm proud to be me. I can be patient and wait my turn. I am ready for school. I can talk about the favourite journeys I have made – where did you go, who with?	I love stories. I can greet people in the morning using social phrases. I can talk about familiar events in detail.
Essential Experiences: - Visit to the Nature Reserve (Autumn) - Baking – biscuits, gingerbread, cakes			Family Enrichment: - Introduction to Little Wandle Workshop - EYFS Storytime		

Autumn 2 – Once Upon a Time					
Life Skills					
Lifestyle Choice	Communication		Safety	Responsibility	
<i>I can identify a way to keep active.</i> Critical Thinking – I can choose a game to play that will keep me active.	<i>I understand that my actions have consequences.</i> Creative Thinking - Children will be encouraged to challenge the roles and expectations of the traditional tale characters. Critical Thinking - Consider the viewpoints of others.		<i>I know who I can trust.</i> Critical Thinking – I know who I should speak to if I feel unsafe Communication - I know my home address Creative Thinking - I know who to call in an emergency	<i>I can tidy up after myself.</i> Learning to Learn - I know how to tidy each area of the class. <i>I can change an item of clothing.</i> Critical Thinking – I can identify the clothing I might need for a certain activity. Critical Thinking - I can take off and put on my shoes by myself.	
Focus Texts	Additional Key Texts	Writing	Reading	Physical Development	Mathematics
Fiction: The Little Red Hen (Vocabulary – mill, wheat, hungry, selfish, grind)	The Three Little Pigs (Vocabulary – huffed, building, bundle, scared, weak) Goldilocks and the Three Bears (Vocabulary – peacefully, comfortably, tempting, trespassing)	I can write words. Write their own name. Segment the sounds in simple words and blend them together.	Blends sounds into words, so that they can read short words made up of known letter – sounds correspondence. Discussing the characters, settings and story structure of texts.	PE – dance and Introduction to PE Practice copying shapes that have multiple movements e.g. X	We will use 1:1 correspondence and begin to develop the language of ‘whole’ and develop the skills to understand that the last number in the count tells us ‘how many’.

Non-Fiction: Instructions on how to find the little red hen and the ingredients (Vocabulary – left, right, forwards, next to, behind, in front) Poem: Firework Night	Little Red Riding Hood (Vocabulary – deceive, gathering, knocked, raced) Chapatti Moon by Pippa Goodhart King and King by Linda de Haan		Innovating stories and creating our own stories.	Hold scissors comfortably to cut straight lines. Use tripod grasp for more intricate tasks. Developing strength in arms to pivot from shoulder, elbow and then wrist.	We will be using positional and directional language when creating and using maps to find the Little Red Hen. We will identify common 2D shapes. Explore language related to capacity when making a trap for the fox. Order and compare the fairytale characters by size and shape.
		Expressive Art and Design	Understanding the World	Personal, Social and Emotional Development	Communication and Language
		I am an illustrator – Experiment with lines of different thickness and tone whilst designing a fairy-tale scene. I am a baker – Experiment with quantities to make bread. I am a performer – I can develop a storyline into my play. I am a musician – I can move in time to music.	Religious Festivals: Christmas, Diwali, Hanukkah Ecological Curriculum - Hobbit/Forest Area – To create resources using sustainable sources form the local environment/crush berries to make a picture for the little red hen. Ecological Curriculum – Allotment: Plan a garden for the Little Red Hen/plant bulbs Maps – following maps, creating our own, using directional language. What materials did the Three Little Pigs use to make their houses and why?	Beginning and Belonging/Family and Friends I will learn to show empathy to others. I am a good listener. I am a good friend. I can identify the ways I have changed over time.	I can retell my favourite story. I am a good listener.
Essential Experiences: - Trip to the Pantomime - Visit Fulbourn Library - Make bread - Helicopter Stories – children will have opportunities to tell a story and have it written before it is performed in front of classmates on a stage - Bike Ability Training			Family Enrichment: - Making you Mark – Introduction to writing - Maths Morning Stay and Play – cardinality, comparison and ordinality		

Spring 1 – Animal Crackers						
Life Skills						
Lifestyle Choice		Communication		Safety		Responsibility
I can make a treat. Critical Thinking - I understand the possible dangers of using a knife. Critical Thinking - I am safe around hot equipment including water and ovens.		- I can be patient and wait my turn. Creative Thinking: I can consider how my action affect others. Critical Thinking – I can evaluate my own feelings and emotions. Communication - I do not interrupt others. - I know what to do if I am stuck. Creative Thinking – I will learn handy tricks to help me preserve when facing challenges. Learning to Learn – I can identify a solution to a problem		I can be safe around water. Communication - I understand the dangers of being near water.		- I can look after a pet. Creative Thinking - I know how to care for them and meet their basic needs. - I can wash up after myself.
Focus Texts	Additional Key Texts		Writing	Reading	Physical Development	Mathematics

Fiction: Owl Babies by Martin Waddell and Patrick Benson (Vocabulary - worry, lovely, swooped, responsible) Non-Fiction: Information: Dairy of a chick (Vocabulary – first, then, next, after that, finally) Poem: The Ugly Five by Julia Donaldson(Vocabulary – Savannah, divine, graceful, glorious, dawned)	Someone Swallowed Stanley by Sarah Roberts (Vocabulary – environment, recycled, scruffy, bobbed, gasped, spluttered) What the Ladybird heard by Julia Donaldson (Vocabulary – observe, thief, protect) Mr Gumpy’s Outing by John Burningham (Vocabulary – crowded, splash, float, navigate, drenched) Egg to Chicken (Vocabulary – brooding, hatching, life cycle, shell, nest) The Lion Inside by Rachel Bright Giraffes can't dance by Giles Andreae	I can write labels. Spell words by identifying the sounds and then writing the sounds with letter/s. Re-read what they have written to check that it makes sense. Write each letter correctly when following a model.	To begin to read multi-syllabic words. To recognise and identify phase 3 sounds. Read a few common exception words (tricky words) matched to the Little Wandle Phonics programme. Reads words consistent with their phonic knowledge by sound-blending. Innovating stories and creating our own stories.	PE – Fundamental (unit 2) To scissors to cut out shapes with straight sides. Develop their core strength and stability to support with writing development. To form recognisable letters. To cut out simple shapes.	We will continue to develop our subitising skills for numbers within and beyond 5, and increasing connect quantities to numerals. We will explore night and day, sequencing events and use language related to time, including days of the week. Complete and create their own ABB and ABBC patterns.
		Expressive Art and Design	Understanding the World	Personal, Social and Emotional Development	Communication and Language
		I am a conductor – Work collaboratively to create a piece of music. I am a performer – I can perform the music I create to the class. I am an artist – Make an animal sculpture using salt dough.	Religious Festivals – Chinese New Year Ecological Curriculum – Allotment: To Observe the effect of my garden planting. Ecological Curriculum – Pond: To observe living things in a natural environment and comment on changes. How do people celebrate Identify different animal species and group animals by classification. Identify the life cycle of some animals.	Me and My World I can share my toys and resources with others I am kind to myself and others	My favourite rhyme is because I can use talk to help me solve problems
Essential Experiences: - Living Eggs – Chicks - Pond Dipping - Trip to South Angle Farm			Family Enrichment: Little Wandle Phase 3 Phonics Breakfast		

Spring 2 – The Great Outdoors					
Life Skills					
Lifestyle Choice		Communication		Safety	Responsibility
<i>I can make healthy food choices.</i> Critical Thinking - Asking and answering questions – How do you know? Learning to Learn - I can talk about that I am learning and the choices I have made. <i>I can make myself a snack.</i> Creative Thinking - I understand what belongs to me. Learning to Learn - I can peel and cut fruit.		<i>I have learnt a technique to help me self-regulate my emotions.</i> Learning to Learn – Children will be given a technique to help them if they are frustrated – count to 10. Creative Thinking – I know who I can ask for help.		<i>I can cross the road safely.</i> Critical Thinking – I understand the risks of crossing the road. Creative Thinking – I can walk safely beside the road.	<i>I can consider my impact on the environment.</i> Critical Thinking - What would happen if we didn’t grow food? What do plants need to grow? What would happen if they didn’t have these? Creative Thinking – To identify ways to reuse items and reduce waste
Focus Texts	Additional Key Texts	Writing	Reading	Physical Development	Mathematics
Fiction: Jack and the Beanstalk (Vocabulary – chopping, booming, ginormous, clambering, descending)	Jim and the Beanstalk by Raymond Briggs (Vocabulary -invent, kindness, changing, seized) Oliver’s Vegetables/ Oliver’s Fruit Salad by Vivian French (Vocabulary – allotment, harvest, produce, cultivate)	I can write captions. Be able to segment and spell words containing adjacent consonants.	Recognise Phase 3 graphemes. Read words with two or more digraphs. Read some letter groups that each represent one sound and say the sounds for them.	<u>PE – Gymnastics</u> Continue to practise writing our letters and sounds using correct formation. Holding scissors comfortably to cut along curved lines.	We will focus on equal and unequal groups when comparing numbers and sort odd and even number according to their ‘shape’. Identify common 3D shapes. We will use vocabulary related to money to buy and sell the fruit and vegetables we have grown.

Non-Fiction: Recount: How to look after a plant – stages of grow (Vocabulary – seed, growth, shoot, root, water, sun) Poem: I’m a Little Bean	Jasper’s Beanstalk by Nick Butterworth (Vocabulary – giant, helpful, planted, mowed, watered) The Extraordinary Gardener by Sam Boughton (Vocabulary – scent, ordinary, grew, patient, discovered) Handa’s Surprise by Eileen Browne Cyril and pat by Emily Gravett Mrs Noah's Garden by Jackie Morris		Read a few common exception words (tricky words) matched to the Little Wandle Phonics programme.	Practicing transferring weight and balancing when throwing and kicking a ball.	Use language related to height and length when measuring the plants/broad beans we have grown.
		Expressive Art and Design	Understanding the World	Personal, Social and Emotional Development	Communication and Language
		I am an artist – I can make a plant pot using clay and carve a pattern. I am a designer– I can layer materials to create a collage. I am a photographer – Take pictures of nature using a familiar device. I am a chef – Manipulate tools safely to cut food.	Ecological Curriculum – To create a natural fertiliser. Identify hibernating animals and make cozy dens for hedgehogs. Identifying different flora and fauna in our outdoor area. Planting in our upper garden. Making observations about the outdoors using our senses. What do plants need to grow? Conduct an experiment to see if plants need water. Religious Festivals – Holi, Pass Over, Easter, Ramadan.	I am a safe pedestrian. I can make healthy food choices. I am a responsible citizen.	I know what that word means. I can learn so much from non-fiction texts.
Essential Experiences: - Growing cress - Nature Reserve Trip (Spring) - Growing broad beans and radishes - Watching plants grow – flower water experiment – do plants drink? - Making a healthy fruit salad/smoothie - Walk to Fulbourn village greengrocers.			Family Enrichment: - Maths Morning Stay and Play– measure and composition - Twilight Tales		

Summer 1 – Little People, Big Dreams					
Life Skills					
Lifestyle Choice	Communication		Safety	Responsibility	
<i>I can make a snack for someone else.</i> Critical Thinking – I can use a knife safely. Critical Thinking - I can consider other people preferences.	<i>I am a kind friend.</i> Creative Thinking - I can say no politely. Communication - I can say sorry and accept an apology.		<i>I know how to be safe in the sun.</i> Critical Thinking – I understand the risks that are associated with sun exposure.	<i>I can get myself ready for a task.</i> Life Skills - I can zip up my coat and put my shoes and socks on. Creative Thinking - I can gather the resources I need to complete a task. Creative Skills – I know what to do before I ask an adult for help. <i>I can look after my body.</i> Learning to Learn – I can keep my body clean – wash my face and hands. Creative Thinking - I practice good oral hygiene.	
Focus Texts	Additional Key Texts	Writing	Reading	Physical Development	Mathematics
Fiction: Iggy peck, Architect by Andrea Beaty (Vocabulary – design, experiment, construct, unique, determine)	Tidy by Emily Gravett (Vocabulary – change, consequence, restore, responsibility) Sam and Dave Dig a Hole by Mac Barnett (Vocabulary – excavate, spectacular, wonder, determination, persevere)	I can have a go at writing a sentence. Spell words by identifying the sounds and then writing the sound with letter/s. Re-read what they have written to check that it makes sense.	Read some simple sentences that are consistent with their phonic knowledge. Can read some common exception words.	<u>PE – Fundamentals (unit 3) and games</u> Use a pencil and hold it effectively to form recognisable letters and digits, most of which are correctly formed. Demonstrating strength, balance and coordination when negotiating space.	Use language related to height and length when measuring the sunflowers we have grown (sunflower growing challenge). We will remember or work on simple repeating patterns, practicing AB patterns before learning how to continue a more challenging pattern (ABB) using natural everyday objects.

Non-Fiction: Discussion – When I grow up.... Poem: Zim Zam Zoom by James Carter	All through the night: The people who work while we sleep by Polly Faber (Vocabulary – responsible, community, operate, transport)				We will continue to develop our counting skills by counting larger sets and explore a range of representations of numbers.
	Once there were giants by Martin Waddell (Vocabulary – change, generation, milestone, develop) The Can Caravan by Richard O'Neil Red by Michael Hall The Most Magnificent Maker’s A to Z by Ashley Spires	Expressive Art and Design	Understanding the World	Personal, Social and Emotional Development	Communication and Language
	I am an artist – I can create my own print for my work uniform. I am a performer – I can sing on my own or in a group. I am a composer - I can explore and engage in music making and dance, performing solo or in groups.	Ecological Curriculum – Allotment – To grow my own food. To identify different body parts. Religious Festivals and Celebrations – weddings, births, welcoming others. Explore past and present objects – identify similarities and differences.	Me and My World/ My Body and Growing Up My heart is beating faster – I know and can talk about different factors that support my overall health. I brush my teeth. I appreciate those who look after me.	I want to find out more. I can use connectives to extend my ideas.	
Essential Experiences: - Visit from different professions - Trip to the Nature Reserve (summer)			Family Enrichment: Let’s Get Writing Workshop		

Summer 2 – Out of this World					
Life Skills					
Lifestyle Choice	Communication		Safety	Responsibility	
<i>I can make myself a sandwich.</i> Critical Thinking - I can use my understanding of healthy food choices to select appropriate items.	Communication - Solve problems when you fall out with a friend. Communication – I can retrieve previous skills that I have been taught. <i>I know what to do if I feel worried or stressed.</i> Critical Thinking – I have identified strategies for my self-regulation tool kit.			<i>I know how I can look out for a friend.</i> Creative Thinking – I can carry out an act of kindness. Communication - I can share with others. Communication - I can ask people to play and join in	
Focus Texts	Additional Key Texts	Writing	Reading	Physical Development	Mathematics
Fiction: Whatever Next by Jill Murphy (Vocabulary – explore, imagination, create) Non-Fiction: Poem: Zim Zam Zoom by James Carter	The street beneath my feet by Charlotte Guillain and Yuval Zommer (Vocabulary - discover, hidden, environment, evidence, archaeologist, tunnel) The Building Boy by David Litchfield and Ross Montgomery If I had a dinosaur by Gabby Dawnay Dear Dinosaur by Chae Strathie Dig, Dump, Roll by Sally Sutton. Robots, Robots Everywhere by Sue Fliess	I can write a sentence. Be able to spell some of the tricky words; the, to, I, no, go, he, she, we, me, be, was, my, you, her, they, all, are. Re-read what they have written to check that it makes sense. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	Phase 4 graphemes Long vowel sounds CCVC CCCVC CCV CCVCC Root words ending in -ing, -ed, -est	<u>PE – dance (control and co-ordination) and games</u> Creating and completing obstacle courses and challenges outside to encourage resilience, perseverance and the development of key skills – climbing, rolling, jumping, balancing. Preparing for sports day and relay races.	We will be using language linked to measuring distance and length and finding ways to measure the distance a rocket has travelled. Select and rotate shapes to fit our luggage into the spaceship. We will develop our conceptual subitizing skills and begin to generalize about ‘one more than’ and ‘one less than’ number within 10. We will use language relations to addition and subtractions.
		Expressive Art and Design	Understanding the World	Personal, Social and Emotional Development	Communication and Language

		I am a musician – I will talk about a performance and express my feelings. I am an artist – I can explore light and dark in my pictures. I am an inventor – I can design and make a rocket –Junk Modelling. Artwork: Starry Night by Van Gogh.	Ecological Curriculum – Pond: To observe living things in an unfamiliar natural environment (Take sample of pond water to observe wildlife living in the water). Ecological Curriculum – Hobbit Area/ Forest Area: To observe in my local environment things I had not noticed before (Find leaves of different shapes and colours). Explore which materials would be suitable to make a rocket or parachute.	My Body and Growing Up/Keeping Safe I am not in front of a screen for too long. I know when to say no.	Let’s celebrate how my speaking has improved during Reception. I know some words the Year 6’s use.
Essential Experiences: • Light and dark - Shadow puppets • Wicken Fen Trip			Family Enrichment: • Maths Morning Stay and Play – Shape and Space		