



Achievement for All, Learning Together, Learning for Life



EYFS Curriculum
2024-2025

Intent and Implementation: Our EYFS provision for Learning and Development:

At Pioneer our curriculum and provision

- *Reflects the needs and interests of the cohort of children.*
- *Will encourage children to build positive relationships.*
- *Will provide an environment that challenges and encourages learning through exploration and positive adult interaction. This will be implemented through opportunities to develop the characteristics of effective learning.*
- *Communication and language development opportunities will underpin all provision and modelled teaching.*
- *There will be a balance of child-initiated learning experiences, guided learning and direct teaching across the children's time in Reception.*

Early Years Staff will be supporting and building children's learning styles by encouraging them to:

- **Play and Explore** - Children will investigate and experience things, and 'have a go'.
- **Become Active learners** - Children will work on concentrating and keep on trying if they encounter difficulties and enjoy achievements.
- **Be Creative and Critical Thinkers** - Children will have and develop their own ideas, make links between ideas, and develop strategies for doing things.



Questions we will answer...											
Term 1 Marvellous Me/ Here I am <i>Who Am I and Where do I live?</i>		Term 2 Let's Celebrate!/ Superstars <i>How do people celebrate?</i>		Term 3 Off we go!/ Blast off! <i>Who helps us?</i>		Term 4 Once Upon a Time/ Beware Dragons <i>What stories can we tell?</i>		Term 5 Amazing Animals/ Glorious Growing <i>How does the world grow?</i>		Term 6 By the Seaside/ Off to the Circus <i>What happens in our oceans?</i>	
Books we will read...											
Owl babies What makes me a me? From Head to Toe Great Big Book of Families Super Duper You You Choose Incredible You Be You Ten Fingers and Ten Toes Different is a Great Thing to Be	Homes Window In every house on every street In My room	And Tango Makes Three The story of Rama and Sita Happy Birthday Hugless Douglas What is Red Dear Santa The Snowman The Baddies Stick Man	Supertato Leaders Girls can do anything	Maisy goes to Hospital Charlie the Firefighter Naughty Bus Fire Engines Oh the Places you'll go Handa's Surprise	Counting on Kathryn I wish I were a pilot Whatever Next? Whatever Next! You choose in space Here we are The way back Home How to catch a star	Dragon Post George and the Dragon The Baddies	Jack and the Beanstalk Goldilocks The Gruffalo The Great Race The Three Little Pigs Little Red Riding Hood	Greta and the Giants The very Hungry Caterpillar We're going on an Egg Hunt Six Little Chicks Super worm Dear Zoo Monkey Puzzle There's a tiger in the garden Oi Frog Oi Duckbilled Platypus	Jaspers Beanstalk Bee Tree Big book of Blooms The tiny seed Oliver's Vegetables	The rainbow fish The Night Pirates Somebody swallowed Stanley What the Ladybird heard at the seaside Tiddler The Snail and the Whale The Big Book of Blue	The Singing Mermaid You see a Circus
Events we will be a part of...											
The Little Red Hen- Harvest Black History Month Halloween		Diwali Nativity Bonfire Night Remembrance		Valentines day Chinese New Year National Story Telling Week Safer Internet Day Mental Health Week		Ramadan St Davids Day Shrove Tuesday Ash Wednesday World Book Day Science week International Women's Day Holi St Patricks Day Mothers Day Eid		Walk to School Week		Transition Fathers Day International Day of Friendship	
Trips and visits we might have...											
Walk around local area Visit from Dentist		Walk to local memorial Walk to post box Visit to local bonfire (if possible) Visit from Bonfire society		Visit from local PCSO Visit to or from Fire station Visit from Paramedic Wheel Week		Visit from Postman Castle trip (NOT LEWES) Banquet Come and Tell a Story day		Visit to Garden centre or Community gardens Growing day Caterpillars in class Visit to or from a farm/er		Visit to beach/ lifeboat station Pirate Day- Dantastic Author visit from Sarah Roberts	

Communication & Language					
Intent					
What the children need to learn					
2-3 (Unders)					
<ul style="list-style-type: none"> How to understand simple instructions. Such as 'sit down' or 'put your coat on'. How to focus on an activity of my own choice. 	<ul style="list-style-type: none"> How to use words and actions to express how they are feeling. How to understand simple questions about 'what'. 	<ul style="list-style-type: none"> How to listen when others are talking, for a short period of time. How to respond to simple questions about 'who' 	<ul style="list-style-type: none"> How to listen when others are talking, for a short period of time. How to use pictures to understand simple stories. 	<ul style="list-style-type: none"> How to use pictures to understand simple stories. How to explore pretend play. Such as 'putting the baby to sleep'. 	<ul style="list-style-type: none"> How to respond to simple questions about 'where', 'what' and 'who'.
3-4 (Overs)					
<ul style="list-style-type: none"> How to pay attention to more than one thing at a time. How to listen to longer stories 	<ul style="list-style-type: none"> How to use a wide range of vocabulary How to understand questions with more than one part. 	<ul style="list-style-type: none"> How to use longer sentences. How to sing a large repertoire of songs. 	<ul style="list-style-type: none"> How to start a conversation and continue it for many turns. 	<ul style="list-style-type: none"> How to answer 'why' questions. Use different tenses and plurals. 	<ul style="list-style-type: none"> How to express a point of view and debate. How to use talk to organise themselves.
Reception					
<ul style="list-style-type: none"> How to listen carefully How to articulate ideas in well formed sentences. How to engage in story times. How to use language to work out problems and organise thinking. 	<ul style="list-style-type: none"> How to connect ideas and actions using connectives. How to describe ideas in detail. 	<ul style="list-style-type: none"> How to talk about and retell stories. How to listen carefully to rhymes, songs and poems. 	<ul style="list-style-type: none"> How to participate in discussions with small groups/ 1 :1 and class (ELG). How to create rhymes and poems. How to ask appropriate questions (ELG) 	<ul style="list-style-type: none"> How to hold conversations back and forth with my teacher and my peers (ELG). How to offer explanations for why things happen (ELG). How to use non-fiction texts. 	<ul style="list-style-type: none"> How to use tenses and conjunctions. (ELG) How to use correct tenses when expressing ideas (ELG)
Implementation					
How the children will learn it					
<p>I will take part in group circle times.</p> <p>I will play turn taking games with my peers.</p> <p>I will listen to stories as part of a group.</p> <p>I will tell stories in my own words.</p>	<p>I will use the Zones of Regulation to help talk about my feelings.</p> <p>I will answer questions about what I have listened too and read.</p> <p>I will tell stories in my own words.</p>	<p>I will use images to inspire my talk.</p> <p>I will take part in circle times and small group activities.</p> <p>I will use visits from people who help us to ask appropriate questions.</p> <p>I will create poems and rhymes.</p>	<p>I will take part in group listening activities.</p> <p>I will recall visits and trips.</p> <p>I will tell my own stories, inspired by others.</p> <p>I will listen to poems and rhymes.</p>	<p>I will read and listen to different texts about plants, animals and humans.</p> <p>I will talk and listen to texts about what I need to keep my body healthy.</p> <p>I will re-tell different stories.</p> <p>I will observe the growing cycles of plants and animals.</p>	<p>I will investigate life at the beach/ circus.</p> <p>I will have debates about how to look after our world.</p> <p>I will talk about my feelings and needs around transitioning and moving on.</p>
Impact					
How learning is measured					
<p>I can follow instructions with more than one part.</p> <p>I can listen appropriately.</p> <p>I can talk about the things I have heard.</p> <p>I can use full sentences when speaking.</p>	<p>I can talk about what I have learnt in full sentences.</p> <p>I can listen appropriately in groups.</p> <p>I can retell events and stories with some accuracy.</p> <p>I can talk about elements of rhymes and poems.</p> <p>I can ask questions.</p>	<p>I can explain why and how things work.</p> <p>I can talk about what I have read/ heard in non-fiction, poems and other literacy.</p> <p>I can share my ideas in different types of groups.</p>			

PSED Intent What the children need to learn					
2-3 (Unders)					
<ul style="list-style-type: none"> How to express own preferences. How to manage transitions well. How to build friendships through gestures and talk. 	<ul style="list-style-type: none"> How to build friendships through gestures and talk. How to manage daily routines. Notice and talk about differences between others. 	<ul style="list-style-type: none"> How to begin confidently playing with other children, with support from an adult. How to manage and express different emotions through play and stories 	<ul style="list-style-type: none"> How to be independent in achieving goals. How to show 'effortful control'. How to manage and express different emotions. 	<ul style="list-style-type: none"> How to talk about their feelings using simple talk. How to talk about different emotions. 	<ul style="list-style-type: none"> How to talk about their feelings using longer talk. To begin to show independence such as wanting to put on own coat. How to explore and investigate
3-4 (overs)					
<ul style="list-style-type: none"> How to independently make choices. How to express emotions and what they look like. How to be confident with others. 	<ul style="list-style-type: none"> How to build new friendships. How to respond appropriately to routines and rules and understand why we follow them. 	<ul style="list-style-type: none"> How to respond appropriately to routines and rules, and why we follow them. How to express emotions and begin regulate them effectively. 	<ul style="list-style-type: none"> How to recognise emotions in others. How to independently and confidently play with others. 	<ul style="list-style-type: none"> How to talk about how and why they feel a certain way. How to talk about emotions in others and show some understanding. 	<ul style="list-style-type: none"> How to be confident in managing new transitions. How to solve problems with others, such as sharing and turn taking.
Reception					
<ul style="list-style-type: none"> How to build friendships. How to be mindful of others feelings How to manage my own feelings. How to manage my needs. 	<ul style="list-style-type: none"> How to be resilient. How to ask questions and talk about differences in others. How to respond appropriately to routines and rules, and talk about why we follow them. 	<ul style="list-style-type: none"> How to explain right from wrong, and the reasons for rules. (ELG) How to set a goal and work towards it. 	<ul style="list-style-type: none"> How to look after my body. How to manage my own basic needs. (ELG) 	<ul style="list-style-type: none"> How to show recognise and respond to others feelings and needs (ELG) How to work and play cooperatively with others (ELG) 	<ul style="list-style-type: none"> How to manage new transitions. How to show resilience and perseverance in the face of challenge (ELG)
Implementation How the children will learn it					
I will use zones to talk about my feelings. I will take part in group turn taking games. I will have opportunities to self-select resources for my learning.	I will take part in circle times. I will have opportunities to recognise kindness in action. I will use stories to recognise differences between people.	I will use kind words to support others. I will set myself challenges. I will talk about what I want to achieve.	I will work in groups with others. I will try new and familiar foods. I will experiment with different physical activities and talk about the effect on my body.	I will have opportunities to recognise how others might be feeling. I will discuss what makes a good friend.	I will discuss what I already know about my body. I will use photographs to talk about how I have changed. I will have opportunities to meet my new teacher and class.
Impact How learning is measured					
I can use zones to show how I am feeling. I can use language to describe how I and others are feeling. I can wait my turn. I can talk about why I have chosen resources and how they will help my learning.	I can show how I can regulate my own feelings and impulses. I can use language to support others. I can use longer sentences to talk about the future, set goals and talk about effects of activities on my body. I can show resilience when trying new things.	I can show understanding, through talk and action, of others feelings, needs and wants. I can recognise the traits of a good friend, through talk. I can recall previous learning and make links. I can share my feelings towards transition in a way which is comfortable for me.			

Physical Development					
Intent					
What the children need to learn					
2-3 (Unders)					
<ul style="list-style-type: none"> How to explore the environment by moving in different ways, How to move my body to music. How to use strength independently to build. How to be in and use different spaces. 	<ul style="list-style-type: none"> How to use balls in different ways. How to use my body to spin and roll. How to use outdoor resources like bikes and trikes. 	<ul style="list-style-type: none"> To be confident in independently using bikes and trikes. How to use gross and fine motor skills to be independent. 	<ul style="list-style-type: none"> How to be confident in managing independence. How to show control in the movements of my body. 	<ul style="list-style-type: none"> How to effectively use a knife and fork to feed myself. How to use tools such as jugs and scoops with increasing control. 	<ul style="list-style-type: none"> How to use mark making tools with increasing control. How to use my body to go up stairs using alternate feet, with increasing independence.
3-4 (Overs)					
<ul style="list-style-type: none"> How to go up and down steps or apparatus using alternate feet. How to use my whole body to make marks. How to use my body to hop and skip. 	<ul style="list-style-type: none"> How to use my body to hop, skip and balance. How to use my body to create large single limb movements such as with scarves or flags. How to put on, and take off my coat with increasing confidence. 	<ul style="list-style-type: none"> How to use mark making tools with a comfortable grip. How to create games independently or with others. How to create a sequence of movements in response to music. 	<ul style="list-style-type: none"> How to use single handed tools with increasing control. How to evaluate my own skills and resources to match a task or plan. 	<ul style="list-style-type: none"> How to tools with a comfortable grip and preference for dominant hand. How to be independent when dressing. 	<ul style="list-style-type: none"> How to show control when using tools such as scissors. How to be confident in dressing independently.
Reception					
<ul style="list-style-type: none"> How to sit at a table or on the carpet with good posture. How to hold a pencil. How to develop body strength. How to manage the school day successfully. 	<ul style="list-style-type: none"> How to develop the foundations of handwriting. How to move fluently with control. How to use large and small apparatus. 	<ul style="list-style-type: none"> How to use large and small apparatus with confidence and growing independence. How to use my body strength to balance and with co-ordination. (ELG) 	<ul style="list-style-type: none"> How to use a ball in games. How to develop precision when throwing, catching, kicking and passing a ball. How to negotiate space safely (ELG) 	<ul style="list-style-type: none"> How to maintain effective pencil grip when writing (ELG) How to cut and create with scissors and paintbrushes (ELG) 	<ul style="list-style-type: none"> Write and draw with fluency, which is recognisable to self and others (ELG) How to move in a variety of ways with grace and control with consideration for others and obstacles.
Implementation					
How the children will learn it					
<p>I will experiment with how to travel around the environment.</p> <p>I will mark make.</p> <p>I will learn new transitions and routines.</p>	<p>I will take part in daily phonics.</p> <p>I will take part in PE lessons.</p> <p>I will learn dances and routines for the Nativity performance.</p>	<p>I will write plans and draw designs</p> <p>I will use junk modelling to create models.</p> <p>I will use bikes and trikes to travel.</p>	<p>I will build and travel across obstacle courses.</p> <p>I will create dragon/lion dances for Chinese New Year.</p> <p>I will use mark making tools to create stories.</p>	<p>I will start writing dictated sentences.</p> <p>I will create collages.</p> <p>I will handle plants and seeds carefully to plant.</p>	<p>I will change for PE and events.</p> <p>I will draw and write posters/ stories/ captions.</p> <p>I will take part in Sports Day.</p>
Impact					
How learning is measured					
<p>I can use mark make and give meaning.</p> <p>I can use the indoor and outdoor classroom safely and navigate space.</p> <p>I can copy letter shapes with increasing accuracy.</p> <p>I can take an active part in PE lessons.</p> <p>I can navigate the school day successfully.</p>	<p>I can carry large equipment and position it to suit my needs.</p> <p>I can sequence actions and perform a dance.</p> <p>I can write/ draw a story which I can talk about to others.</p> <p>I can handle junk modelling appropriately and be able to join and make models with increasing independence.</p>	<p>I can hold a pencil in a tripod, or comfortable grip, in my dominant hand.</p> <p>I can use scissors carefully.</p> <p>I can use my body, arms and hands appropriately for different activities.</p> <p>I can get changed independently.</p>			

Literacy					
Intent					
What the children need to learn					
2-3 (Unders)					
<ul style="list-style-type: none"> How to join in with songs and rhymes, copying sounds, rhythm and tempo. How to enjoy sharing books. 	<ul style="list-style-type: none"> How to sing songs and say rhymes with increasing confidence. How to recall words and phrases from familiar stories. 	<ul style="list-style-type: none"> How to make comments and share ideas about stories. How to use props to enhance independent play. 	<ul style="list-style-type: none"> How to ask questions about stories. How to recognise some letters in print, or familiar logos. 	<ul style="list-style-type: none"> How to become increasingly confident in recognising familiar letters in print. How to mark make. 	<ul style="list-style-type: none"> How to talk about the marks they have made. How to separate marks to represent their name.
3-4 (overs)					
<ul style="list-style-type: none"> How to recognise that print can have meaning. How to explain the meaning behind the print I have created. 	<ul style="list-style-type: none"> How to begin to use print for different purposes. How to recognise the flow of text from left to right. How spot rhymes. 	<ul style="list-style-type: none"> How to listen for words with the same initial sound. How to spot and suggest similar rhymes How to recognise the parts of a story. 	<ul style="list-style-type: none"> How to suggest rhymes. How to name the parts of a book- beginning, middle, and end. How to use new vocabulary 	<ul style="list-style-type: none"> How to use their sound knowledge to write initial sounds. How to write some of their name. How to have extended conversations about stories. 	<ul style="list-style-type: none"> How to clap/ count syllables. How to write some letters accurately. How to write some or most of their name.
Reception					
<ul style="list-style-type: none"> How to read individual letters by saying the sounds for them. How to blend sounds into words. How to write my name. 	<ul style="list-style-type: none"> How to read individual letters by saying the sounds for them. How to spell words by identifying sounds. How to anticipate key events in stories (ELG) How to read some common exception words. 	<ul style="list-style-type: none"> How to read some diagraphs. Read words which are consistent with their phonics knowledge (ELG) How to re-read books to build up confidence, enjoyment and fluency. How to spell and write words using their phonemic knowledge (ELG) 	<ul style="list-style-type: none"> How to read most diagraphs within words. How to write short sentences with words using known phonemic knowledge. Write recognisable letters, most of which are correctly formed (ELG) Form lower case and upper case letters correctly. 	<ul style="list-style-type: none"> How to talk about stories which they have listened too, and use their own words (ELG) How to say a sound for each letter of the alphabet and at least 10 diagraphs (ELG) How to re-read what they have written and check that it makes sense. 	<ul style="list-style-type: none"> How to read phrases and sentences (ELG) How to re-read what they have written and check that it makes sense. How to read aloud simple sentences and common exception words (ELG)
Implementation					
How the children will learn it					
<p>I will take part in rhyme time and singing.</p> <p>I will take part in Foundations for & Phase 2 phonics.</p> <p>I will write my name every day.</p>	<p>I will take part in story times.</p> <p>I will take part in Phase 2 phonics</p> <p>I will begin writing cvc words.</p>	<p>I will take part in story times.</p> <p>I will take part in Foundation & Phase 2/3 phonics.</p> <p>I will have opportunities to read for enjoyment.</p> <p>I will write CVC/ CVCC words.</p>	<p>I will have opportunities to notice letters and print in my environment.</p> <p>I will take part in Foundation/Phase 3 phonics.</p> <p>I will take part in daily writing challenges.</p>	<p>I will take part in provision based reading opportunities.</p> <p>I will have opportunities to mark make independently and part of group activities.</p> <p>I will write short sentences and captions.</p>	<p>I will take part in group mark making activities.</p> <p>I will label my work.</p> <p>I will take part in Foundations/Phase 4 phonics.</p> <p>I will write longer sentences independently and with a group.</p>
Impact					
How learning is measured					
<p>I can talk about rhyming words.</p> <p>I can spot phase 2 graphemes in the environment.</p> <p>I can blend segmented words.</p> <p>I can discuss stories I have listened to.</p> <p>I can recognise phase 2 graphemes.</p> <p>I can segment words into their sounds.</p>	<p>I can talk about what I have read and ask questions.</p> <p>I can spot phase 2/3 graphemes and write them.</p> <p>I can use rhyming words.</p> <p>I can read short sentences and words.</p> <p>I can hold a pencil correctly.</p> <p>I can write CVC/CVCC words and begin to write short sentences.</p> <p>I can be resilient with my writing.</p>	<p>I can recognise letters in the environment</p> <p>I can talk about my mark making and give meaning.</p> <p>I can recognise syllables in words.</p> <p>I can write longer sentences and stories.</p> <p>I can re-read my own work and confidently read to others.</p> <p>I can read common exception words with confidence.</p>			

Maths					
Intent					
What the children need to learn					
2-3 (Unders)					
<ul style="list-style-type: none"> How to take part in finger rhymes with numbers. How to spot changes in groups of objects up to three. How to use a range of resources to build with. 	<ul style="list-style-type: none"> How to compare amounts by saying 'lots', 'more' or 'the same' How to climb and squeeze into different sized spaces. How to complete parts of inset puzzles. 	<ul style="list-style-type: none"> How to count in everyday contexts. How to use language to talk about size, e.g. 'big', 'small' 	<ul style="list-style-type: none"> How to count in different contexts and in play. How to use more advance language to describe 'bigger/smaller, high/low, tall, heavy' 	<ul style="list-style-type: none"> How to arrange objects into patterns or groups. How to recognise positions using pointing and gesture. 	<ul style="list-style-type: none"> How to compare sizes and weights. How to use counting to organise play/ objects. How to show finger numbers up to 5. How to begin to use language to describe patterns.
3-4 (Overs)					
<ul style="list-style-type: none"> How to recite numbers past 5. How to recognise objects up to 3. How to compare objects. How to select resources appropriate for building. 	<ul style="list-style-type: none"> How to use the cardinal principle. How to link numerals to amounts. How to use language of more and less. 	<ul style="list-style-type: none"> How to understand about position through talk and pointing. How to solve some real world problems with numbers up to 5. How to use comparative language about objects. 	<ul style="list-style-type: none"> How to understand about position through talk alone. How to say one number per object (1:1 correspondence) How to begin to use language to describe 2D & 3D shapes. How to combine shapes. 	<ul style="list-style-type: none"> How to begin to represent numbers with symbols and marks. How to begin to match numeral to amount. How to use the language of 'more' and 'less' How to use language to describe patterns 	<ul style="list-style-type: none"> How to create and extend ABAB patterns. How to notice errors in patterns. How to begin to represent numbers with numerals. How to use language to describe a sequence of events.
Reception					
<ul style="list-style-type: none"> How to match and compare objects. How to count objects, actions and sounds. How to use language of comparison 'more than', 'fewer than'. How to use language to describe routes and locations. 	<ul style="list-style-type: none"> How to subitise to 5 (ELG) How to link numeral to value. How to notice and correct errors in patterns. How to talk about shapes and their properties. How to talk about 1 more and 1 less 	<ul style="list-style-type: none"> How to build numbers to 8. How to represent 1 more and 1 less. How to add smaller numbers together to make up to 8. How to spot odds and even numbers. (ELG) How to use language about height, weight and length. 	<ul style="list-style-type: none"> How to use language about height, weight and length to compare. How to represent numbers to 10. How to conceptually subitize to 10. How to understand numbers composition to 10. (ELG) How to recognise and describe 3D shapes. 	<ul style="list-style-type: none"> How to count beyond 10 (ELG) How to build numbers beyond 10. How to add more and recognise unknown added amounts. How to compose and decompose different shapes. How to recall number bonds to 5 and 10 (ELG) 	<ul style="list-style-type: none"> How to group and share. (ELG) How to compare amounts to 10 in different contexts (ELG) How to create and build my own patterns. How to build and describe maps. How to double and halve (ELG)
Implementation					
How the children will learn it					
<p>I will count everyday objects. I will compare different groups of objects.</p> <p>White rose small steps I can match objects I can match pictures and objects I can identify a set I can sort objects to a type I can explore sorting techniques I can create sorting rules I can compare amounts</p>	<p>I will begin to use numerals to represent numbers. I will use subitising to count objects.</p> <p>White rose small steps I can find 1, 2 and 3 I can subitise 1, 2 and 3 I can represent 1, 2 and 3 I can explore 1 more I can explore 1 less I can explore composition of 1, 2 and 3 I can identify and name circles and triangles</p>	<p>I will have opportunities to count in my independent learning. I will play games around positions. I will use concrete resources to count and build numbers to 8. I will explore odd and even numbers.</p> <p>White rose small steps I can explore zero I can find 0 to 5 I can Subitise 0 to 5 I can Represent 0 to 5 I can explore 1 more I can explore 1 less I can explore Composition I can explore Conceptual subitising to 5</p>	<p>I will explore objects and have opportunities to describe. I will explore shapes in my environment. I will talk about, make and represent numbers to 10.</p> <p>White rose small steps I can Explore length I can Compare length I can Explore height I can Compare height I can Talk about time I can Order and sequence time I can Find 9 and 10 I can Compare numbers to 10</p>	<p>I will play grouping games. I will have opportunities to represent numbers. I will compare amounts of objects I can count and build numbers beyond 10.</p> <p>White rose small steps I can Build numbers beyond 10 (10-13) I can Continue patterns beyond 10 (10-13) I can Build numbers beyond 10 (14-20) I can Continue patterns beyond 10 (14-20) I can explore Verbal counting beyond 20 I can explore Verbal counting patterns I can Add more I can say How many did I add?</p>	<p>I will explore comparisons of different properties. I will explore, create and extend patterns. I will group, share and halve objects. I will create maps and talk about locations.</p> <p>White rose small steps I can Explore sharing I can explore Sharing I can Explore grouping I can explore Grouping I can explore Even and odd sharing I can Play with and build doubles I can Identify units of repeating patterns I can Create my own pattern rules</p>

Pioneer EYFS Curriculum Map 2024-2025 Cycle A & B

<p>I can compare size I can compare mass I can compare capacity I can explore simple patterns I can copy and continue simple patterns I can create simple patterns</p>	<p>I can compare circles and triangles I can explore shapes in the environment I can describe position</p> <p>I can find 4 and 5 I can subitise 4 and 5 I can represent 4 and 5 I can explore 1 more I can explore 1 less I can explore composition of numbers 1-5</p> <p>I can identify and name shapes with 4 sides I can combine shapes with 4 sides I can explore shapes in the environment I can explore night and day</p>	<p>I can explore Compare mass I can Find a balance I can explore capacity I can explore capacity</p> <p>I can Find 6, 7 and 8 I can Represent 6, 7 and 8 I can explore 1 more I can explore 1 less I can explore Composition of 6, 7 and 8 I can Make pairs – odd and even I can explore Double to 8 (find a double) I can explore Double to 8 (make a double) I can combine two groups I can explore conceptual subitising</p>	<p>I can Represent 9 and 10 I can explore Conceptual subitising to 10 I can explore 1 more I can explore 1 less I can explore Composition to 10 I can explore Bonds to 10 (2 parts) I can Make arrangements of 10 I can explore Bonds to 10 (3 parts) I can explore Doubles to 10 (find a double) I can explore Doubles to 10 (make a double) I can Explore even and odd</p> <p>I can Recognise and name 3-D shapes I can Find 2-D shapes within 3-D shapes I can Use 3-D shapes for tasks I can explore 3-D shapes in the environment I can Identify more complex patterns I can Copy and continue patterns I can explore Patterns in the environment</p>	<p>I can Take away I can say How many did I take away?</p> <p>I can Select shapes for a purpose I can Rotate shapes I can Manipulate shapes I can Explain shape arrangements I can Compose shapes I can Decompose shapes I can Copy 2-D shape pictures I can Find 2-D shapes within 3-D shapes</p>	<p>I can Explore my own pattern rules I can Replicate and build scenes and constructions I can Visualise from different positions I can Describe positions I can Give instructions to build I can Explore mapping I can Represent maps with models I can Create own maps from familiar places I can Create own maps and plans from story situations</p> <p>I can deepen understanding I can explore patterns and relationships</p>
<p>Impact How learning is measured</p>					
<p>I can count in order from 1-5. I can talk about similarities and differences between groups. I can recognise amounts through sight. I can use more and less to describe amounts.</p>	<p>I can count from 0-8. I can talk about positions and use positional language. I can talk about the composition of numbers and how I have made them. I can talk about odds and evens and explain how I know.</p>	<p>I can group objects based on different qualities. I can represent numbers using numerals and symbols. I can use addition and subtraction to reach a total. I can draw and build maps and talk about them.</p>			

<p>Understanding the World</p>					
<p>Intent What the children need to learn</p>					
<p>2-3 (Unders)</p>					
<ul style="list-style-type: none"> How to talk about the features of myself. How to talk about the people in my immediate family (Mum, dad, brother/sister) 	<ul style="list-style-type: none"> How to talk about the features of myself. How to talk about the people in my immediate family (Mum, dad, brother/sister) 	<ul style="list-style-type: none"> How to talk about the features of myself. How to talk about the people in my immediate family (Mum, dad, brother/sister) 	<ul style="list-style-type: none"> How to talk about the differences between myself and others. How to explore features of my environment. 	<ul style="list-style-type: none"> How to talk about the differences between myself and others. How to explore features of my environment. 	<ul style="list-style-type: none"> How to describe different materials. How to talk about how the weather affects my environment.
<p>3-4 (Overs)</p>					
<ul style="list-style-type: none"> How to explore my environment using my senses. How to describe myself and my family. How to describe my home and local area. 	<ul style="list-style-type: none"> How to talk about events which are important to me and my family. How to use a range of vocabulary to describe my experiences. 	<ul style="list-style-type: none"> How to talk about different occupations. How to use my senses to explore natural materials. How to talk about the history of my own family. 	<ul style="list-style-type: none"> How to use my senses to explore, describe and compare different materials. How different things work, particularly forms of transport. How the lifecycle of a frog flows 	<ul style="list-style-type: none"> How to plant and care for plants. How to look after and respect our environment. How to begin to compare different environments in other countries. How the lifecycle of a caterpillar flows. 	<ul style="list-style-type: none"> How to describe the forces they can feel. How to group materials with similar properties. How to talk about life in other countries and the differences I notice.
<p>Reception</p>					

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<ul style="list-style-type: none"> How to talk about my family and local community. How certain places are important to my community. 	<ul style="list-style-type: none"> How to describe what I see, hear and feel whilst outside and my immediate environment (ELG). How different people have different beliefs to my own and celebrate in different ways (ELG) 	<ul style="list-style-type: none"> How different cultures celebrate special times. How life has changed across time using stories (ELG) 	<ul style="list-style-type: none"> How to compare and contrast life from the past to now using stories. (ELG) How to talk about the lives of people around them and their roles in society (ELG) 	<ul style="list-style-type: none"> How the changing seasons have an effect on the natural world around me. How to talk about different environments and how they are different to where I live (ELG) 	<ul style="list-style-type: none"> How to draw a simple map, and use maps to help me. How to compare and contrast life in the past to now (ELG) How to talk about the effect of the changing seasons on the natural world (ELG) How to observe my environment (ELG)
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Implementation
How the children will learn it

<p>I will draw, talk and use photographs of myself and family. I will spend time in my outdoor environment. I will draw and talk about my house, and walk in my local area.</p>	<p>I will use mirrors to talk about and draw the features of myself. I will share times which are special to me and my family. I will use RE lessons to talk about different religions and festivals.</p>	<p>I will visit and have visits from different occupations. I will talk about new year celebrations in other countries and compare to my own new year. I will explore and build different forms transport. I will compare and contrast transport from the past.</p>	<p>I will explore different materials both inside and outside. I will use my senses in my independent learning.</p>	<p>I will explore different seeds and plant them. I will observe my plants through photos, drawings and talk. I will compare and contrast my own environment to places across the world.</p>	<p>I will explore different forces in my independent learning. I will use materials to build boats. I will draw maps, and use the maps of others to help me.</p>
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Impact
How learning is measured

<p>I can talk about myself and my family. I can recognise my home, and my local area. I can talk about the features of other religions and festivals such as Diwali, Christmas and Bonfire.</p>	<p>I can talk about the occupations I have seen and what they do to help me. I can describe different materials and how they are the same. I can talk about some features of the past and present.</p>	<p>I can talk about the lifecycle of some animals and plants. I can make observations of the world around me. I can draw and use simple maps. I can talk about similarities and differences in my own country and other places across the world.</p>
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RE: St Mary's follows the Faith and Belief in the 21st Century: The new Agreed Syllabus for RE for East Sussex 2022-27 RE (Links with Understanding of the world)

Term 1 F4: Being Special. Where do we belong?	Term 2 F4: Being Special. Where do we belong?	Term 3 F1: Why is the word 'God' so important to Christians? Understanding Christianity – GOD	Term 4 F3: Why is Easter Special to Christians Understanding Christianity – Salvation	Term 5 F5: What places are special and why?	Term 6 F6: What times/stories are special and why?
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RE Intent and Implementation:

<p>Explore what makes them special and where they belong. Explore stories about new life or have a visit from a new baby. Activities to support God showing love – Palm 139 – Palm of Gods hand.</p>	<p>explore stories in the bible about baby Jesus. Role play and have activities to help children develop awareness of special occasions.</p>	<p>Explore the world using bible stories, including how God created the world. Paint and create artwork linked to Gods world. Explore ways of looking after the world and make links.</p>	<p>Share experiences of Easter at their homes Easter story – Making links with other bible stories previously explored. Explore different emotions and feelings throughout the story.</p>	<p>Explore special or safe places for them and others around them. Church visit or another place of worship. Make links between special, safe and places of worship.</p>	<p>Explore different stories that are special to Christians and other faiths. Talk and role play, thinking about how these can help us as people. Explore different special books.</p>
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RE Impact

<p>I know what makes me special. I know how to talk about special times in my life and why I felt special.</p>	<p>I know and can recall the nativity story. I know how Christians celebrate Christmas and make links with how I celebrate Christmas.</p>	<p>I know the story of how God created world. I know how to look after our world.</p>	<p>I know that Easter is a special time for Christians. I know some of the symbols of Easter (cross, palm, eggs)</p>	<p>I know my special place. I know a special place for believers and what makes it special.</p>	<p>I know some bible stories and stories from other religions. I know what the stories teach us and can make links to my life.</p>
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I know what happens when a baby is welcomed into a religion (Baptism) and that God shows love.	I can start developing respect for my own cultures and beliefs and those of other people.	I can talk about my ideas and feelings linked to God's world.	I know the Easter celebrates new life and new beginnings.	I know that some special places link to God. I know some parts of special places (e.g. windows, pews)	I know important and sacred books (Bible, Torah)
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Expressive Arts and Design					
Intent					
What the children need to learn					
2-3 (Unders)					
<ul style="list-style-type: none"> How to listen to sounds and music. How to make marks for a purpose such as drawing a picture. 	<ul style="list-style-type: none"> How to respond emotionally and physically to music. How to join in with action songs. 	<ul style="list-style-type: none"> How to move and dance to music. How to use my voice to make sounds. 	<ul style="list-style-type: none"> How to join in with songs and rhymes. How to use my fingers, hands and body to make marks with paint. 	<ul style="list-style-type: none"> How to use instruments to make sound. How to manipulate different materials. 	<ul style="list-style-type: none"> How to use objects to play pretend. How to use my imagination to create.
3-4 (Overs)					
<ul style="list-style-type: none"> How to play pretend using different objects. How to listen carefully. 	<ul style="list-style-type: none"> How to remember and sing entire songs. How use drawings to show different emotions. 	<ul style="list-style-type: none"> How to create my own songs. How to develop my own ideas and make decisions with materials. 	<ul style="list-style-type: none"> How to join different materials. How to experiment with other materials 	<ul style="list-style-type: none"> How to use instruments appropriately with increasing control. How to draw with increasing detail. 	<ul style="list-style-type: none"> How to use drawing to represent other ideas like music and loud noises.
Reception					
<ul style="list-style-type: none"> How to create collaboratively, sharing ideas and resources How to listen carefully. How to sing in a group or on my own 	<ul style="list-style-type: none"> How to listen carefully and describe what I have heard. How to perform in a group or on my own. (ELG) How to use props and materials to role play (ELG) 	<ul style="list-style-type: none"> How to develop storylines How to talk about dance and performing arts. How to use props and materials to role play (ELG) How to invent and adapt narratives with peers (ELG) 	<ul style="list-style-type: none"> How to refine my previous work. How to explore different artistic effects. How to talk about my creations and the processes I have used (ELG) 	<ul style="list-style-type: none"> How to use different artistic effects. How to safely use different materials, tools and techniques (ELG) 	<ul style="list-style-type: none"> How to refine and variety of different effects. How to sing a range of well-known songs and nursery rhymes (ELG)
Implementation					
How the children will learn it					
<p>I will sing familiar songs and rhymes</p> <p>I will spend time listening to the views of others.</p> <p>I will spend time working with others.</p>	<p>I will sing songs for Christmas and the nativity performance.</p> <p>I will perform for others during the nativity performance.</p>	<p>I will use materials to junk model</p> <p>I will talk about the joining techniques I have used.</p>	<p>I will explore the dances and artwork performed by other cultures.</p> <p>I will make up my own stories</p> <p>I will make puppets and props.</p>	<p>I will use instruments in a group and independently.</p> <p>I will experiment with different techniques.</p> <p>I will use different tools to create artwork.</p>	<p>I will take part in a collaborative art piece.</p> <p>I will spend time refining my artwork both independently and task based.</p> <p>I will continue to sing songs and nursery rhymes.</p>
Impact					
How learning is measured					
<p>I can sing familiar songs and rhymes</p> <p>I can show how to listen to others.</p> <p>I can perform in front of others.</p>	<p>I can talk about the performances of others.</p> <p>I can create a story of my own imagination, taking influence from what I have heard.</p> <p>I can use materials to make.</p>	<p>I can play instruments with tempo, and dynamics.</p> <p>I can talk about the techniques I have used.</p> <p>I can use art as a means to communicate in different ways.</p>			

