

SUBSTANTIATING THE CURRICULUM: EYFS: PRE SCHOOL

Birth to Three

PSE	PHYSICAL	COMMUNICATION AND LANGUAGE
Find ways to calm themselves, through being calmed and comforted by their key person. Establish their sense of self. Express preferences and decisions. They also try new things and start establishing their autonomy. Engage with others through gestures, gaze and talk. Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. Find ways of managing transitions, for example from their parent to their key person. Thrive as they develop self-assurance. Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting. Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. Feel strong enough to express a range of emotions. Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums. Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Be increasingly able to talk about and manage their emotions.	Lift their head while lying on their front. Push their chest up with straight arms. Roll over: from front to back, then back to front. Enjoy moving when outdoors and inside. Sit without support. Begin to crawl in different ways and directions. Pull themselves upright and bouncing in preparation for walking. Reach out for objects as co-ordination develops. Pass things from one hand to the other. Let go of things and hand them to another person, or drop them. Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. Clap and stamp to music. Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources. Begin to walk independently – choosing appropriate props to support at first. Walk, run, jump and climb – and start to use the stairs independently. Spin, roll and independently use ropes and swings (for example, tyre swings).	Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent. Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods. Watch someone's face as they talk. Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements. Enjoy singing, music and toys that make sounds. Recognise and are calmed by a familiar and friendly voice. Listen and respond to a simple instruction. Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling). Babble, using sounds like 'baba', 'mamama'. Use gestures like waving and pointing to communicate. Reach or point to something they want while making sounds. Copy your gestures and words. Constantly babble and use single words during play. Use intonation, pitch and changing volume when 'talking'.

Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. Develop friendships with other children. Safely explore emotions beyond their normal range through play and stories. Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". Learn to use the toilet with help, and then independently.	Sit on a push-along wheeled toy, use a scooter or ride a tricycle. Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. Start eating independently and learning how to use a knife and fork. Develop manipulation and control. Explore different materials and tools.	Understand single words in context – 'cup', 'milk', 'daddy'. Understand frequently used words such as 'all gone', 'no' and 'bye-bye'. Understand simple instructions like "give to nanny" or "stop". Recognise and point to objects if asked about them. Generally focus on an activity of their own choice and find it difficult to be directed by an adult. Listen to other people's talk with interest, but can easily be distracted by other things. Make themselves understood, and can become frustrated when they cannot. Start to say how they are feeling, using words as well as actions. Start to develop conversation, often jumping from topic to topic. Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. Use the speech sounds p, b, m, w. Pronounce: - l/r/w/y - s/sh/ch/dz/j - f/th - multi-syllabic words such as 'banana' and 'computer' Listen to simple stories and understand what is happening, with the help of the pictures.
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UNDERSTANDING THE WORLD

SCIENCE Repeat actions that have an effect. Explore materials with different properties.	GEOGRAPHY Explore and respond to different natural phenomena in their setting and on trips. Notice differences between people.	HISTORY Make connections between the features of their family and other families.
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Explore natural materials, indoors and outside.		
CORE SKILLS		
Essential skills to be used, applied and consolidated across the wider curriculum		
READING	WRITING	MATHS
Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Sing songs and say rhymes independently, for example, singing whilst playing. Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories. Ask questions about the book. Makes comments and shares their own ideas. Develop play around favourite stories using props. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.	Copy finger movements and other gestures. Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name.	Combine objects like stacking blocks and cups. Put objects inside others and take them out again. Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items. Compare amounts, saying 'lots', 'more' or 'same'. Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' Climb and squeeze themselves into different types of spaces. Build with a range of resources. Complete inset puzzles. Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. Notice patterns and arrange things in patterns.
RELIGIOUS EDUCATION Similarities and differences between different religious and cultural communities in this country from experiences and stories (see Understanding the World – Geography)		

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EXPRESSIVE ARTS AND DESIGN			
ART	DT	MUSIC/DANCE	IMAGINATION
Notice patterns with strong contrasts and be attracted by patterns resembling the human face. Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.	Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials.	Show attention to sounds and music. Respond emotionally and physically to music when it changes. Move and dance to music.	Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.

Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.	Make simple models which express their ideas.	Anticipate phrases and actions in rhymes and songs, like 'Peepo'. Explore their voices and enjoy making sounds. Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds. Explore a range of sound-makers and instruments and play them in different ways. Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.	
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THEMATIC TOPICS					
All About Me	Christmas	Dinosaurs	The World Around Us	Animals	People Who Help Us
• Key Texts: • What I like about me • Super-duper you • The same but different • Colour monster • Marvellous me Key Vocabulary: • Family • Likes • Dislikes • Feelings • Same • Different • Similar • Rules • Safe • Healthy	• Key Texts: • Dear Santa • The Gingerbread man • The jolly Christmas postman • A festive feast Key Vocabulary: • Santa • tree • Yuletide • Christmas tree • Bauble • Candy cane • Wreath • Angel • Elf • Feast • Goose • Carols	• Key Texts: • The dinosaur that pooped a planet • Dinosaur train • Dinosaur Facts • My small world of dinosaurs • Mad about dinosaurs Key Vocabulary: • Diets • Herbivore • Carnivore • Timeline • Fossil • Foot print • Texture • Size • Volcano	• Key Texts: • Jaspers beanstalk • The hungry caterpillar • Seed to Sunflower • In the city • Seasons • Tales of the Road • The pop up gremlins • Roaming in the rainforest Key vocabulary: • Environment • Internet safety • Climate • change • Seasons • Communities	• Key Texts: • Every bee's birthday • Little rabbit foo foo • Bugs big trip • Tale of two feathers • Three little pigs • The jungle run • Rainbow bird Key Vocabulary: • Habitat • Zoo • Farm • Pets • Domestic • Wild • Under water • Hatch • Patterns • Nest	• Key Texts: • Police officer • Vet • Dr • Chef • Dentist • Teacher • Topsy and Tim start school • Little tiger starts school • Fire fighter Key Vocabulary: • Trust • Listen • Safe • Healthy • Friends

	• Angel • Jesus • Gingerbread		• Countries • World • Recycling • Plants • Vegetables • Fruit • Growing • Travel • Road safety	• House • Big, medium, small • Colours • Kind • Sad • Happy	• Rules • 999 • Phone • Help • Poorly • Sirens • Counting
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In the Bumblebees group, all of our children have equal opportunities to learn about the same topics. However, we recognize that each child has their own unique way of learning, which is why we personalise their learning journey with the help of their key worker. Some children may have a stronger foundation in certain areas compared to others. Therefore, we customise topics, activities, and teaching methods to ensure that every child can flourish and no one is left behind.

Revisiting topics on an annual basis has proven to be beneficial for our children. It allows them to reinforce and expand upon the knowledge and experiences they gained at a younger age. This approach helps to solidify their understanding and retention of key concepts, setting them up for continued success in their educational journey.