



Houldsworth Valley Primary School



The Best For All ~ From Each The Best

Houldsworth Valley aims to instil a sense of pride in everyone who learns here. We aim to provide an excellent education in a safe, supportive learning environment, where people are valued and make positive contributions to the School community, and where pupils go on to become responsible, independent members of society.

Early Years Foundation Stage – Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Bears	Percy the Park Keeper The North pole	The Jolly Postman	The Hungry Caterpillar Growing	Come Fly With Me	Fantasy
E & E SS / FF	SS- Starting school FF- Teddy Bears Picnic	SS- Visit from the vets FF- Making ice creams	SS- Walk to the post-box FF- Visit from the vets	SS- Caterpillar eggs FF- Setting free the butterflies	SS- Space day (Fancy Dress) FF- Country day (tasting foods and pretending to visit that country)	SS- Visit from a fairy tale character FF- Visit to Linton Zoo
Prime Area of Learning	These areas are focused on daily through teaching, the environment and the adults supporting independent free learning time					
Main Area of learning focused upon	For the start of Early Years we focus on the Prime Areas of learning: Personal, Social and Emotional Development, Communication and Language and Physical Development.	The World Health and Self-Care	People and Communities Technology	The World	People and Communities	The world Being Imaginative
Maths: Number/ Shapes, Space and Measures	<ul style="list-style-type: none"> • Pattern and Shape • Same and Different • Numbers within 5 	<ul style="list-style-type: none"> • Measures • Numbers within 10 • Shapes and Calendar 	<ul style="list-style-type: none"> • Position and time • Numbers within 15 • Numbers within 20 	<ul style="list-style-type: none"> • Shape and pattern • Addition and subtraction • Numbers beyond 20 	<ul style="list-style-type: none"> • Measures • Grouping and sharing • Money • Doubling and halving 	<ul style="list-style-type: none"> • Addition and subtraction • Doubling and halving
Reading	<ul style="list-style-type: none"> • Hear and says the initial sounds in words • Segment the sounds in simple words 	<ul style="list-style-type: none"> • Links sounds to letters, naming and sounding the letters of the alphabet. • Begin to read simple words. 	<ul style="list-style-type: none"> • Begins to read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers. 		Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.	
Writing	<ul style="list-style-type: none"> • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places. • Gives meaning to marks they make as they draw, write and paint. • Begins to break the flow of speech into words. • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together. • Links sounds to letters, naming and sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name 		<i>As before and...</i> <ul style="list-style-type: none"> • Writes own name and other things such as labels, captions. • Attempts to write short sentences in meaningful contexts. 		<ul style="list-style-type: none"> • Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. 	

<p style="text-align: center;">Understanding the World</p>	<p><u>People and Communities</u></p> <ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own =experience. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. 	<p><u>The World</u></p> <ul style="list-style-type: none"> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment. Looks closely at similarities, differences, patterns and change. 	<p><u>People and Communities</u></p> <ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them. Shows interest in different occupations and ways of life. <p><u>Technology</u></p> <p>Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</p> <ul style="list-style-type: none"> Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. Knows that information can be retrieved from computers 	<p><u>The World</u></p> <ul style="list-style-type: none"> Looks closely at similarities, differences, patterns and change. <p><u>Technology</u></p> <ul style="list-style-type: none"> Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software. 	<p><u>The World</u></p> <p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p><u>People and Communities</u></p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><u>Technology</u></p> <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>
<p style="text-align: center;">Expressive Arts and Design</p>	<p><u>30-50</u></p> <p><u>Exploring and Using Media and Materials:</u></p> <ul style="list-style-type: none"> Developing preferences for forms of expression. Uses movement to express feelings. Creates movement in response to music. Sings to self and makes up simple songs. Makes up rhythms. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Engages in imaginative role-play based on own first-hand experiences. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. Uses available resources to create props to support role-play. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. <p><u>Being Imaginative</u></p> <ul style="list-style-type: none"> Developing preferences for forms of expression. Uses movement to express feelings. Creates movement in response to music. Sings to self and makes up simple songs. Makes up rhythms. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Engages in imaginative role-play based on own first-hand experiences. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. Uses available resources to create props to support role-play. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. 	<p><u>40-60</u></p> <p><u>Exploring and Using Media and Materials:</u></p> <ul style="list-style-type: none"> Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. Explores what happens when they mix colours. Experiments to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using. <p><u>Being Imaginative</u></p> <ul style="list-style-type: none"> Create simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative. 	<p><u>Exploring and Using Media and Materials</u></p> <p>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><u>Being Imaginative</u></p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>		