

Puss Bank School: Foundation Stage

All teaching and learning in Puss Bank EYFS develops children's characteristics of learning as follows:

Playing and exploring

Realise that their actions have an effect on the world, so they want to keep repeating them.

Reach for and accept objects. Make choices and explore different resources and materials.

Plan and think ahead about how they will explore or play with objects.

Guide their own thinking and actions by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: "Where does that one go? – I need to find the big horse next."

Make independent choices. Do things independently that they have been previously taught.

Bring their own interests and fascinations into early years settings. This helps them to develop their learning.

Respond to new experiences that you bring to their attention.

Active learning

Participate in routines, such as going to their cot or mat when they want to sleep. Begin to predict sequences because they know routines. For example, they may anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens.

Show goal-directed behaviour. For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object.

Use a range of strategies to reach a goal they have set themselves.

Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit.

Creating and thinking critically

Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup. Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets.

Review their progress as they try to achieve a goal. Check how well they are doing. Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries.

Use pretend play to think beyond the 'here and now' and to understand another perspective. For example, a child role-playing the billy goats gruff might suggest that "Maybe the troll is lonely and hungry? That's why he is fierce."

Know more, so feel confident about coming up with their own ideas. Make more links between those ideas.

Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.

	Ourselves and Festivals		Off We Go		Our World	
Texts - Nursery	Goldilocks and the Three Bears, Each Peach Pear Plum	My Shadow, The Birthday Party, The Nativity, Dear Santa	We're Going on a Bear Hunt, Not a Stick, Not a Box	Naughty Bus, The Train Ride	The Hungry Caterpillar, Josie Plants a garden	Rosie's Walk, Commotion in the Ocean, Walking through the Jungle
Texts - Reception	Three Little Pigs,	What's in the witch's Kitchen, Dear Santa	The Gingerbread Man	Naughty Bus	Jack and the Beanstalk, Jasper's Beanstalk	Rumble in the Jungle
Nursery						
Communication and Language	To talk about familiar people, family and own self.	To talk about recent experiences.	To use talk to imagine and pretend.	To use talk to sequence events and talk about a theme.	To answer and ask 'why' and 'how' questions.	To learn and use new vocabulary and develop a breadth of experiences.
Personal, Social and Emotional Development	To show interest in other children and adults in the setting.	To share experiences and feelings with others.	To experience new activities and places.	To share differences in experiences, views and interests.	To work collaboratively or as a team to achieve a goal.	To talk about their views and feelings about future events.
Physical Development	Use gross motor skills to form circles and lines. To negotiate space moving around, under and over.		Use shapes to create simple representations. To move freely in a range of ways.		Can hold a pencil using thumb and two fingers and copy letters from their name. Using a range of equipment and apparatus to balance and travel.	
Literacy Phonics	Sound discrimination and nursery rhymes.		Rhyme and alliteration. Start to introduce Phase 2 sounds.		Oral blending and segmenting. Continue to introduce Phase 2 sounds.	
Reading	Recognise familiar characters. Join in with repeated refrains	To relate to new stories based on familiar events.	To orientate a book and turn the pages. To anticipate pictures/objects.	To identify events and places.	To differentiate between text and picture. To order simple events.	To follow the text from left to right. To anticipate rhyming words.
Writing	To represent self and others using a simple drawing.	To make writing like marks to represent a word or idea.	Representing familiar symbols from their environment.		Representing spoken language using symbols and letter shapes.	
Maths	To count to 6 using 1:1 principle, number order principle and cardinal principle.		To order and compare numbers to 6 and match objects and numerals. To count 6 actions/sounds using the abstraction principle.		To represent numbers and quantities to 6. To understand conservation of number and the concept of same/different.	
Understanding of the World	To talk about themselves and family.	To show interest in natural objects by	To represent key features of their local community.		To observe and talk about changes over time.	To describe the features of living things.

		observing and using their senses. To recall significant events in their community.	To discuss similarities and differences between their cultures and traditions.			
Expressive Arts and Design	To draw and paint themselves and others.	To recognise colours and choose for purpose.	To use shape 2D/3D appropriately to represent. To use an object to represent something else in their imaginative play.	To combine different media to create an effect.		
Reception						
Communication and Language	To link ideas in their communication and respond to the theme of conversation.	To describe objects using an appropriate adjective.	To describe animals, people and places using an appropriate descriptive language including positional language.	To use language to sequence and order events.	To use language to sequence and order events.	To learn new vocabulary by grouping and linking subject specific words.
Personal, Social and Emotional Development	To talk about their interests and strengths and weaknesses.	To co-operate in a group to achieve a goal.	To recognise how we are feeling and label different emotions.	To understand about different relationships in our families and school.	To understand how to keep healthy.	To feel confident about new situations and events.
Physical Development	To stop, start and negotiate space.	To control a small object while moving.	To travel over, under, through and balance on apparatus.	To control an object to aim, throw and catch.	To jump and skip.	To use movement to represent and express.
Literacy Phonics	To blend, segment and say the initial sounds and record. To hear and say phase 2 sounds in words and write the grapheme. To read and write phase 2 tricky words. Assess ready to progress to Phase 3 sounds.		To blend and segment words with phase 2 and phase 3 sounds in captions and sentences. To read phase 3 tricky word. Assess ready to progress to Phase 4 sounds.		To hear, discriminate and blend phonemes in consonant blends. Moving to To read and write longer words using word recognition and chunking strategies. To read and write words in a sentence. To write phase 3 tricky words. To read phase 4 tricky words.	
Reading	Reading is taught through guided reading and progresses through the Book Band levels as the children progress in their reading skills.					
Writing	To write words as labels.	To write 2 words understanding word concept.	To write a sentence to describe and object or place.	To write sentences that link in a sequence to tell a story.	To write sentences using the imperative verb to write a sequence of instructions.	To write a descriptive ditty using alliteration. To write sentences linked by information type.

Maths	Principles of counting and numbers to 5.	Composition and comparison of numbers to 5.	Principles of counting and numbers to 10. Comparison of numbers to 10.	Composition of numbers to 10.	Addition and subtraction bonds to 10, including problem solving and concrete patterning.	Doubling and halving as grouping and sharing and applying composition facts.
Understanding of the World	To recognise changes over time in themselves, others and objects they encounter. To talk about their family and comment on similarities and differences between families. To understand the story of the Nativity in relation to Christmas.		To recognise features of the local environment. To map features by relative distance. To compare and contrast individuals' traditions and cultures.		To observe and comment on features of different living things in the wider world. To understand what living things need to grow. To understand that there are countries outside of our country.	
Expressive Arts and Design	To make portraits using paint and other media and materials. To print to create effects and patterns. To create narrative based on first-hand experiences.		To use paints and drawing tools to represent objects and scenes. To use shape appropriately to create models with shape and form. To create narrative based on familiar stories.		To mix different media to create patterns and effects. To create narrative based on current topic/theme.	

We believe our 2 year old nursery children all have very different starting points, experiences and ages and stages. Our intent for our 2 year old children is that they learn to listen to and enjoy stories and songs, that they can play alongside others and develop reciprocal social interactions and develop independence from a significant adult.

Therefore our curriculum design represents the learning journey of children from their pre-school year to the end of Reception.