



Sandridge School Early Years' Curriculum Ambitions 2023-24



that will be included in our EYFS statutory curriculum and other subject provision

<u>Curriculum Ambitions</u>	PSED All children will identify their feelings and those of others and begin to regulate their behaviour within the Early Years' environment.	PD/Writing All children will develop good co-ordination with gross and fine motor skills within the Early Years' Environment.	Phonics/reading All children will be confident and competent early readers (and writers) using phonics skills.	UW (People and communities) All children will experience ways of life and cultures outside of Sandridge village, both locally and beyond.	Maths All children will develop positive attitudes, resilience and interest in mathematics.
<p>Characteristics of Effective Learning These will run alongside our ambitions</p> <p>Playing & Exploring <u>Engagement</u> Finding out and exploring Playing with what they know Being willing to 'have a go'</p> <p>Active Learning <u>Motivation</u> Being involved & concentrating Keep trying Enjoying achieving what they set out to do</p> <p>Creative & Critical Thinking <u>Thinking</u> Having their own ideas Making links Working with ideas</p>	<p>Skills Progression</p> <ol style="list-style-type: none"> 1 Identify feelings in themselves. 2 Identify feelings in others from facial expressions and body language. 3 Know ways to get help. 4 Work as a team. 5 Use talking frames to support social situations. 6 Identify when tired, sad, angry, happy... know some ways to regulate feelings (link to Zones of Regulation). 	<p>Skills Progression</p> <ol style="list-style-type: none"> 1 Travel with confidence and skill around, under and over balancing and climbing equipment. In addition, shows increasing control over an object. 2 Handle tools, objects, construction and malleable materials safely and with increasing control and intention. 3 Begin to use anticlockwise movement and retrace vertical lines. 4 Begin to form recognisable letters most of which are correctly formed. 5 Use their developing phonic knowledge to write things such as their name, labels and captions, later progressing to simple sentences. 6 Show accuracy and care when drawing and writing. 	<p>Skills Progression</p> <ol style="list-style-type: none"> 1 Choose a book and look through it independently. 2 Join in with the whole class when reading a story and remembers parts of some stories. 3 Hold a book the correct way around. 4 Look at the pictures and suggest what might happen in a story. 5 Read from left to right. 6 Identify the title and author of a story. 7 Link sounds to letters, naming and sounding letters of the alphabet and the sequence of letters in their name. 8 Begin to break the flow of speech into words to hear and say the initial sound in words and start to segment and blend them together. 9 Read longer strings of words with adult support and gaining fluency with some expression 10 Begin to self-correct errors. 	<p>Skills Progression</p> <ol style="list-style-type: none"> 1 Identify & share special / significant events in their own lives. 2 Show interest in people who are familiar to them. 3 Describe special times and events. 4 Show interest in different occupations and ways of life. 5 Role-play / explore. 6 Explore things that make you unique. 7 Compare different ways of life. 8 Know some similarities and differences between different religions and cultures in Sandridge and this country (using visitors, texts and appropriate media). 9 Explain some differences between life in this country and in other countries (drawing from books, globes and maps). 	<p>Skills Progression</p> <ol style="list-style-type: none"> 1 Use spatial language and reasoning in model making. 2 Make simple maps. 3 Use informal language as well as mathematical terms to describe shapes. 4 Make models with 3D blocks. 5 Spot, create and recreate repeating patterns. Explore and represent patterns with number. 6 Has a deep understanding of number to 10, subitising quantities. 7 Compare quantities to 10. 8 Verbally count beyond 20. 9 Use 'have a go talk' about what they notice and not be afraid to make mistakes 10 Challenge themselves and develop positive attitudes and interests in maths.
<p>Links to Development Matters and Early Learning Goals</p>	<p><u>Main focus:</u> PSED/C&L</p>	<p><u>Main focus:</u> PD/L/C&L/EAD</p>	<p><u>Main focus:</u> Lit/Reading/C&L/Phonics</p>	<p><u>Main focus:</u> UW/PSED/C&L</p>	<p><u>Main focus:</u> M/PSED</p>