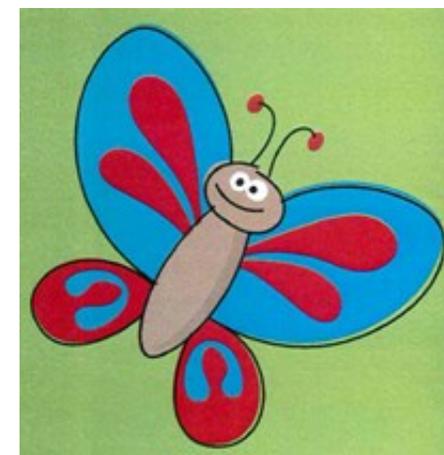


# Little Deanies

# Curriculum Framework Overview

# 2019 - 2020

Dean Gibson Catholic Primary School Nursery - Kendal



# Little Deanies Curriculum Framework Overview 2019 - 2020

This document is designed to give an overview of the path of learning for the nursery children in Little Deanies Nursery which is part of Dean Gibson Catholic Primary School.

The nursery setting is one in which children join after their third birthday and therefore join at different points throughout the year. For this reason, although the plan has been written in order of the school year, this will not be relevant for the vast majority of the children who enter Little Deanies. The children will be given the opportunity to access all parts of the curriculum and where parts of the curriculum are revisited, this will be an opportunity for children who have been in the nursery setting for some time to embed their knowledge and skills in this area. It is also worth noting that some children only attend the nursery for one or two sessions weekly whilst others access the setting every weekday. This will have some impact on their access to the curriculum although this will be minimised wherever possible by the constant revisiting of the different areas of the EYFS curriculum.

Furthermore, floor book planning is also used which is led by the children's interests. Therefore some of the planning may change and develop. Please see the medium and short term planning for a more accurate overview of what has been covered.

By the time the children leave Little Deanies, with the exception of those who have additional educational needs, all children are expected to be secure in the 30-50 month early years outcomes and should be working within the 40-60+ month criteria.

# Little Deanies Curriculum Framework Overview 2019 - 2020

Term and Duration	Autumn Term 1 (7 weeks)	Autumn Term 2 (8 weeks)	Spring Term 1 (6 weeks)	Spring Term 2 (5 weeks)	Summer Term 1 (6 weeks)	Summer Term 2 (7 weeks)
School Arts Mark / Global Theme	Take only Memories, Leave Only Footprints	Celebrations	Enough For Everyone (Sustainability)	Enough For Everyone (Sustainability)	Continent Study - North America	Where We Live
Curriculum Theme (Termly or Half-Termly)	When I Grow Up...	Celebrations	Cause and Effect	Growth and Change	Fairy Tales	We're all going on our Summer Holidays
National and Whole School Events	Nursery Open Days	Diwali, Bonfire Night, Parent's Evenings, Christmas Fayre, Christmas Jumper Day, Christmas	Chinese New Year, Road Safety Week, Valentine's Day	Shrove Tuesday, World Book Day, British Science Week, Fairtrade Fortnight, Mother's Day	Passover, Ramadan, Earth Day, Children's Book Week,	World Environment Day, Summer Solstice, Father's Day
Locality Study/ Special Visitor	County Show,	Christmas crafts at Kendal College	Scientist Visit	Spring walk to Abbot Hall Park		Maize Maze
Secrets of Success PSHE	Try New Things Push Yourself		Imagine Improve Concentrate		Understanding Others Don't Give Up Work Hard	
Specialist (linked to Arts Mark)						

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Term and Duration	Autumn Term 1 (7 weeks)	Autumn Term 2 (8 weeks)	Spring Term 1 (6 weeks)	Spring Term 2 (5 weeks)	Summer Term 1 (6 weeks)	Summer Term 2 (7 weeks)
<b>Communication and Language</b>						
<b>Communication and Language (22-36 months)</b>	<ul style="list-style-type: none"> <li>Listens with interest to the noises adults make when they read stories</li> <li>Recognises and responds to many familiar sounds e.g. turning to a knock at the door, looking at or going to the door</li> <li>Identifies action words by pointing to the right picture e.g. 'who's jumping?'</li> <li>Developing understanding of simple concepts e.g. big/little</li> <li>Uses conversation as a powerful means of widening contacts, sharing feelings, experiences and thoughts</li> <li>Holds a conversation, jumping from topic to topic</li> </ul>	<ul style="list-style-type: none"> <li>Shows interest in play with sounds songs and rhymes</li> <li>Single channelled attention. Can shift to a different task if attention fully obtained - using child's name helps focus</li> <li>Understands more complex sentences e.g. 'Put your toys away and then we'll read a book'</li> <li>Understands 'who', 'what', 'where' in simple questions</li> <li>Learns new words very rapidly and is able to use them in communicating</li> <li>Uses gestures, sometimes with limited talk e.g. reaching towards toy, saying 'I have it'</li> <li>Uses a variety of questions (e.g. what, where, who)</li> </ul>	<ul style="list-style-type: none"> <li>Single channelled attention. Can shift to a different task if attention fully obtained - using child's name helps focus</li> <li>Learns new words very rapidly and is able to use them in communicating</li> <li>Uses a variety of questions (e.g. what, where, who)</li> <li>Uses simple sentences (e.g. 'Mummy gonna work')</li> <li>Beginning to use word endings (e.g. going, cats)</li> </ul> <p><i>Consolidate learning within 22-36 month goals</i></p>	<ul style="list-style-type: none"> <li>Single channelled attention. Can shift to a different task if attention fully obtained - using child's name helps focus</li> <li>Learns new words very rapidly and is able to use them in communicating</li> <li>Beginning to use word endings (e.g. going, cats)</li> </ul> <p><i>Consolidate learning within 22-36 month goals</i></p>	<ul style="list-style-type: none"> <li>Listens with interest to the noises adults make when they read stories</li> <li>Identifies action words by pointing to the right picture e.g. 'who's jumping?'</li> </ul> <p><i>Consolidate learning within 22-36 month goals</i></p>	<p><i>Consolidate learning within 22-36 month goals</i></p>

# Little Deanies Curriculum Framework Overview 2019 - 2020

Term and Duration	Autumn Term 1 (7 weeks)	Autumn Term 2 (8 weeks)	Spring Term 1 (6 weeks)	Spring Term 2 (5 weeks)	Summer Term 1 (6 weeks)	Summer Term 2 (7 weeks)
<b>Communication and Language</b> <b>(30-50 months)</b>	<ul style="list-style-type: none"> <li>• Listens to others one-to-one or in small groups when conversation interests them</li> <li>• Listens to stories with increasing attention and recall</li> <li>• Is able to follow directions</li> <li>• Understands use of objects (e.g. what do we use to cut things?)</li> <li>• Responds to simple instructions, e.g. to get or put away an object</li> <li>• Beginning to use more complex sentences to link thoughts (e.g. using and because)</li> <li>• Can retell a simple past event in the correct order (e.g. went down slide, hurt finger)</li> </ul>	<ul style="list-style-type: none"> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> <li>• Focussing attention - still listen or do, but can shift own attention</li> <li>• Shows understanding of prepositions, such as under, on top, behind by carrying out an action or selecting the correct picture</li> <li>• Beginning to understand 'why' and 'how' questions</li> <li>• Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences</li> <li>• Uses talk in pretending that objects stand for something else in play, e.g. the box is my castle</li> </ul>	<ul style="list-style-type: none"> <li>• Questions why things happen and what might happen next, recall and relive past experiences</li> <li>• Questions why things happen and gives explanations. Asks e.g. who, what, when, how</li> <li>• Uses a range of tenses e.g. play, playing, will play, played</li> <li>• Uses intonation, rhythm and phrasing to make the meaning clear to others</li> <li>• Uses vocabulary focussed on objects and people that are of particular importance to them</li> <li>• Builds up vocabulary that reflects the breadth of their experiences</li> <li>• Understands use of objects (e.g. what do we use to cut things?)</li> </ul>	<ul style="list-style-type: none"> <li>• Questions why things happen and what might happen next, recall and relive past experiences</li> <li>• Questions why things happen and gives explanations. Asks e.g. who, what, when, how</li> <li>• Understands use of objects (e.g. what do we use to cut things?)</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to stories with increasing attention and recall</li> <li>• Uses intonation, rhythm and phrasing to make the meaning clear to others</li> <li>• Can retell a simple past event in the correct order (e.g. went down slide, hurt finger)</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> </ul>	<p><i>By end of Summer term, ensure that 30-50 month goals are being consolidated and that children are given opportunities to fill any gaps in their learning</i></p>

# Little Deanies Curriculum Framework Overview 2019 - 2020

Term and Duration	Autumn Term 1 (7 weeks)	Autumn Term 2 (8 weeks)	Spring Term 1 (6 weeks)	Spring Term 2 (5 weeks)	Summer Term 1 (6 weeks)	Summer Term 2 (7 weeks)
<b>Communication and Language</b>  <b>(40-60+ months)</b>	<i>Introduce 40-60 month goals to children who are secure within the 30-50 month goals</i>	<i>Introduce 40-60 month goals to children who are secure within the 30-50 month goals</i>	<i>Introduce 40-60 month goals to children who are secure within the 30-50 month goals</i>  <ul style="list-style-type: none"> <li>• Maintains concentration, concentrates and sits quietly during appropriate activity</li> <li>• Two-channelled attention - can listen and do for a short period of time</li> </ul>	<ul style="list-style-type: none"> <li>• Maintains concentration, concentrates and sits quietly during appropriate activity</li> <li>• Two-channelled attention - can listen and do for a short period of time</li> <li>• Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes</li> <li>• Listens and responds to ideas expressed by others in conversation or discussion</li> <li>• Links statements and sticks to a main theme or intention</li> </ul>	<ul style="list-style-type: none"> <li>• Maintains concentration, concentrates and sits quietly during appropriate activity</li> <li>• Two-channelled attention - can listen and do for a short period of time</li> <li>• Able to follow a story without pictures or prompts</li> <li>• Uses language to imagine and recreate roles and experiences in play situations</li> <li>• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</li> <li>• Introduces a storyline or narrative into their play</li> </ul>	<ul style="list-style-type: none"> <li>• Maintains concentration, concentrates and sits quietly during appropriate activity</li> <li>• Two-channelled attention - can listen and do for a short period of time</li> <li>• Listens and responds to ideas expressed by others in conversation or discussion</li> <li>• Introduces a storyline or narrative into their play</li> <li>• Listens and responds to ideas expressed by others in conversation or discussion</li> <li>• Uses talk to organise, sequence, and clarify thinking, ideas, feelings and events</li> </ul>

# Little Deanies Curriculum Framework Overview 2019 - 2020

Term and Duration	Autumn Term 1 (7 weeks)	Autumn Term 2 (8 weeks)	Spring Term 1 (6 weeks)	Spring Term 2 (5 weeks)	Summer Term 1 (6 weeks)	Summer Term 2 (7 weeks)
<b>Physical Development</b>						
<b>Physical Development (22-36 months)</b>	<ul style="list-style-type: none"> <li>• Runs safely on whole foot</li> <li>• Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands</li> <li>• Can kick a large ball</li> <li>• Shows control in using jugs to pour, hammers, books and mark-making tools</li> </ul>	<ul style="list-style-type: none"> <li>• Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment</li> <li>• Turns pages in a book, sometimes several at once</li> <li>• Feeds self competently with spoon</li> <li>• Drinks well without spilling</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to use three fingers (tripod grip) to hold writing tools</li> <li>• Imitates drawing simple shapes, such as circles and lines</li> <li>• Clearly communicates their need for potty or toilet</li> <li>• Beginning to recognise danger</li> </ul>	<ul style="list-style-type: none"> <li>• Walks upstairs or downstairs holding onto a rail two feet to a step</li> <li>• May be beginning to show preference for dominant hand</li> <li>• Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt</li> <li>• Beginning to be</li> </ul>	<i>Consolidate learning within 22-36 month goals</i>	<i>Consolidate learning within 22-36 month goals</i>
<b>Physical Development (30-50 months)</b>	<ul style="list-style-type: none"> <li>• Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking etc</li> <li>• Mounts stairs, steps or climbing equipment using alternate feet</li> <li>• Can catch a large ball</li> <li>• Can tell adults when hungry or tired or when they want rest or play</li> <li>• Observes the effects of activity</li> </ul>	<ul style="list-style-type: none"> <li>• Walks downstairs, two feet to each step while carrying a small object</li> <li>• Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles</li> <li>• Understands that equipment and tools have to be used safely</li> <li>• Gains more bowel and bladder control and can attend to toileting needs most of the time</li> </ul>	<ul style="list-style-type: none"> <li>• Can usually manage washing and drying hands</li> <li>• Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom</li> </ul>	<ul style="list-style-type: none"> <li>• Draws lines and circles using gross motor movements</li> <li>• Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors</li> <li>• Holds pencil between thumb and two fingers, no longer using whole hand grasp</li> </ul>	<ul style="list-style-type: none"> <li>• Holds pencil near point between first two fingers and thumb and uses it with good control</li> </ul>	<ul style="list-style-type: none"> <li>• Can copy some letters, e.g. letters from their name</li> </ul> <p><i>By end of Summer term, ensure that 30-50 month goals are being consolidated and that children are given opportunities to fill any gaps in their learning</i></p>

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Term and Duration	Autumn Term 1 (7 weeks)	Autumn Term 2 (8 weeks)	Spring Term 1 (6 weeks)	Spring Term 2 (5 weeks)	Summer Term 1 (6 weeks)	Summer Term 2 (7 weeks)
<p style="text-align: center;"><b>Physical Development (40-60+ months)</b></p>	<p><i>Introduce 40-60 month goals to children who are secure within the 30-50 month goals</i></p>	<p><i>Introduce 40-60 month goals to children who are secure within the 30-50 month goals</i></p>	<ul style="list-style-type: none"> <li>• Experiments with different ways of moving</li> <li>• Jumps off an object and lands appropriately</li> <li>• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles</li> <li>• Eats a healthy range of foodstuffs and understands need for variety in food</li> </ul>	<ul style="list-style-type: none"> <li>• Travels with confidence and skill around, under, over, and through balancing and climbing equipment</li> <li>• Shows increasing control over an object in pushing, patting, throwing, catching or kicking it</li> <li>• Uses simple tools to effect changes to materials</li> <li>• Usually dry and clean throughout the day</li> </ul>	<ul style="list-style-type: none"> <li>• Handles tools, objects, construction and malleable materials safely and with increasing control</li> <li>• Shows a preference for a dominant hand</li> <li>• Begins to use anticlockwise movement and retrace vertical lines</li> <li>• Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health</li> <li>• Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to form recognisable letters</li> <li>• Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed</li> <li>• Shows understanding of how to transport and store equipment safely</li> <li>• Practices some appropriate safety measures without direct supervision</li> </ul>

# Little Deanies Curriculum Framework Overview 2019 - 2020

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<b>Personal, Social and Emotional Development</b>						
<b>Personal, Social and Emotional Development (22-36 months)</b>	<ul style="list-style-type: none"> <li>• Separates from main carer with support and encouragement from a familiar adult</li> <li>• Expresses own preferences and interests</li> <li>• Seeks comfort from familiar adults when needed</li> <li>• Can express their own feelings such as sad, happy, cross, scared, worried</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to the feelings and wishes of others</li> <li>• Aware that some actions can hurt or harm others</li> <li>• Tries to help or give comfort when others are distressed</li> <li>• Interested in others' play and starting to join in</li> </ul>	<ul style="list-style-type: none"> <li>• Shows understanding and cooperates with some boundaries and routines</li> <li>• Can inhibit own actions and behaviours e.g. stop themselves from doing something they shouldn't do</li> <li>• Seeks out others to share experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Growing ability to distract self when upset, e.g. by engaging in a new play activity</li> <li>• Shows affection and concern for people who are special to them</li> <li>• May form a special relationship with another child</li> </ul>	<i>Consolidate and embed to 22-36 month goals</i>	<i>Consolidate and embed to 22-36 month goals</i>
<b>Personal, Social and Emotional Development (30-50 months)</b>	<ul style="list-style-type: none"> <li>• Can select and use activities and resources with help</li> <li>• Aware of own feelings, and knows that some actions and words can hurt others' feelings</li> <li>• Can play in a group, extending and elaborating play ideas, e.g. role playing with other children</li> </ul>	<ul style="list-style-type: none"> <li>• Welcomes and values praise for what they have done</li> <li>• Can usually adapt behaviour to different events, social situations and changes in routine</li> <li>• Initiates play, offering cues for peers to join in</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys responsibility of carrying out small tasks</li> <li>• Begins to accept the needs of others and can take turns and share resources, sometimes with support from others</li> <li>• Keeps play going by responding to what others are saying or doing</li> </ul>	<ul style="list-style-type: none"> <li>• Is more outgoing towards unfamiliar people and more confident in new social situations</li> <li>• Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met</li> </ul>	<ul style="list-style-type: none"> <li>• Confident to talk to other children when playing, and will communicate freely about own home and community</li> <li>• Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults</li> </ul>	<ul style="list-style-type: none"> <li>• Shows confidence in asking adults for help</li> </ul> <p><i>By end of Summer term, ensure that 30-50 month goals are being consolidated</i></p>

# Little Deanies Curriculum Framework Overview 2019 - 2020

Term and Duration	Autumn Term 1 (7 weeks)	Autumn Term 2 (8 weeks)	Spring Term 1 (6 weeks)	Spring Term 2 (5 weeks)	Summer Term 1 (6 weeks)	Summer Term 2 (7 weeks)
<p><b>Personal, Social and Emotional Development (40-60+ months)</b></p>			<ul style="list-style-type: none"> <li>• Confident to speak to others about own needs, wants interests and opinions</li> <li>• Understands that own actions affect other people, for example becomes upset or tries to comfort another child when they realise they have upset them</li> </ul>	<ul style="list-style-type: none"> <li>• Can describe self in positive terms and talk about abilities</li> <li>• Aware of boundaries set, and of behavioural expectations within the setting</li> </ul>	<ul style="list-style-type: none"> <li>• Initiates conversations, attends to and takes account of what others say</li> <li>• Explains own knowledge and understanding, and asks appropriate questions of others</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy</li> <li>• Takes steps to resolve conflicts with other children, e.g. finding compromise</li> </ul>

# Little Deanies Curriculum Framework Overview 2019 - 2020

Term and Duration	Autumn Term 1 (7 weeks)	Autumn Term 2 (8 weeks)	Spring Term 1 (6 weeks)	Spring Term 2 (5 weeks)	Summer Term 1 (6 weeks)	Summer Term 2 (7 weeks)
<b>Literacy</b>						
<b>Quality Texts</b>	Non-Fiction books based around what the children want to be when they grow up	<ul style="list-style-type: none"> <li>• Kipper's Birthday</li> <li>• The Christmas Story</li> <li>• Non-fiction books about festivals</li> </ul>	<ul style="list-style-type: none"> <li>• Grumpy Frog</li> <li>• If You Take A Pencil</li> <li>• Instructional Science Experiment Texts</li> </ul>	<ul style="list-style-type: none"> <li>• Oi Frog</li> <li>• The Hungry Caterpillar</li> <li>• Jack and The Beanstalk</li> </ul>	<ul style="list-style-type: none"> <li>• The Billy Goats Gruff</li> <li>• The Three Little Pigs</li> <li>• Goldilocks and the Three Bears</li> </ul>	<ul style="list-style-type: none"> <li>• Journey</li> <li>• Oh The Places You'll Go</li> </ul>
<b>Letters and Sounds/ Phonics</b>	Sound Discrimination - Environmental and instrumental sounds Phoneme 'S'	Sound Discrimination - instrumental sounds and body percussion / rhythm Phoneme 'A' <i>Recap over previous sounds</i>	Body percussion and rhythm and rhyme Phoneme 'T' <i>Recap over previous sounds</i>	Rhyme and Alliteration Phoneme 'P' <i>Recap over previous sounds</i>	Alliteration and Voice Sounds Phoneme 'I' <i>Recap over previous sounds</i>	Oral Blending and Segmenting Phoneme 'N' <i>Recap over previous sounds</i>
<b>Literacy (22–36 Months)</b>	<ul style="list-style-type: none"> <li>• Has some favourite stories, rhymes, songs, poems or jingles</li> <li>• Repeats words and phrases from familiar stories</li> <li>• Fills in the missing word or phrase in a known rhyme, story or game</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguishes between different marks they make</li> </ul> <i>Develop and embed learning within 22-36 month goals</i>	<i>Develop and embed learning within 22-36 month goals</i>	<i>Develop and embed learning within 22-36 month goals</i>	<ul style="list-style-type: none"> <li>• Repeats words and phrases from familiar stories</li> </ul> <i>Develop and embed learning within 22-36 month goals</i>	<i>Develop and embed learning within 22-36 month goals</i>

# Little Deanies Curriculum Framework Overview 2019 - 2020

Term and Duration	Autumn Term 1 (7 weeks)	Autumn Term 2 (8 weeks)	Spring Term 1 (6 weeks)	Spring Term 2 (5 weeks)	Summer Term 1 (6 weeks)	Summer Term 2 (7 weeks)
<b>Literacy</b>						
<b>Literacy (30-50 months)</b>	<ul style="list-style-type: none"> <li>Listens to and joins in with stories and poems, one-to-one and also in small groups</li> <li>Sometimes gives meaning to marks as they draw and paint</li> </ul>	<ul style="list-style-type: none"> <li>Enjoys rhyming and rhythmic activities</li> <li>Shows awareness of rhyme and alliteration</li> <li>Recognises rhythm in spoken words</li> <li>Listens to and joins in with stories</li> <li>Beginning to be aware of how stories are structured</li> </ul>	<ul style="list-style-type: none"> <li>Suggests how the story might end</li> <li>Listens to stories with increasing attention and recall</li> <li>Describes main story settings, events and principal characters</li> <li>Shows interest in illustrations, print in books and in the environment</li> </ul>	<ul style="list-style-type: none"> <li>Recognises familiar words and signs such as their own name and advertising logos</li> <li>Looks at books independently</li> <li>Handles books carefully</li> <li>Sometimes gives meaning to marks as they draw and paint</li> <li>Ascribes meaning to marks that they see in different places</li> </ul>	<ul style="list-style-type: none"> <li>Describes main story settings, events and principal characters</li> <li>Looks at books independently</li> <li>Handles books carefully</li> <li>Knows information can be relayed in the form of print</li> <li>Holds books the correct way up and turns pages</li> </ul>	<ul style="list-style-type: none"> <li>Knows that print carries meaning and, in English, is read from left to right and top to bottom</li> <li>Ascribes meaning to marks that they see in different places</li> </ul> <p><i>By end of Summer term, ensure that 30-50 month goals are being consolidated</i></p>
<b>Literacy (40-60+ months)</b>	<p><i>Introduce 40-60 month goals to children who are secure within the 30-50 month goals</i></p>	<p><i>Introduce 40-60 month goals to children who are secure within the 30-50 month goals</i></p>	<ul style="list-style-type: none"> <li>Continues a rhyming string</li> </ul> <p><i>Introduce 40-60 month goals to children who are secure within the 30-50 month goals</i></p>	<ul style="list-style-type: none"> <li>Hears and says the initial sound in words</li> <li>Enjoys an increasing range of books</li> <li>Gives meaning to marks as they draw and paint</li> </ul> <p><i>Introduce 40-60 month goals to children who are secure within the 30-50 month goals</i></p>	<ul style="list-style-type: none"> <li>Continues a rhyming string</li> <li>Hears and says the initial sound in words</li> <li>Enjoys an increasing range of books</li> <li>Links sounds to letters, naming and sounding the letters of the alphabet</li> <li>Knows that information can be retrieved from books and computers</li> </ul>	<ul style="list-style-type: none"> <li>Continues a rhyming string</li> <li>Hears and says the initial sound in words</li> <li>Enjoys an increasing range of books</li> <li>Links sounds to letters, naming and sounding the letters of the alphabet</li> <li>Writes own name and other things such as labels and captions</li> </ul>

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Term and Duration	Autumn Term 1 (7 weeks)	Autumn Term 2 (8 weeks)	Spring Term 1 (6 weeks)	Spring Term 2 (5 weeks)	Summer Term 1 (6 weeks)	Summer Term 2 (7 weeks)
<b>Mathematics</b>						
<b>Mathematics (22-36 months)</b>	<ul style="list-style-type: none"> <li>• Selects a small number of objects from a group when asked</li> <li>• Recites some number names in sequence</li> <li>• Uses some language of quantities, such as 'more and 'a lot'</li> <li>• Notices simple shapes and pattern in pictures</li> <li>• Begins to use the language of size</li> </ul>	<ul style="list-style-type: none"> <li>• Knows that a group of things changes in quantity when something is added or taken away</li> <li>• Begins to make comparisons between quantities</li> <li>• Uses some language of quantities, such as 'more and 'a lot'</li> <li>• Beginning to categorise objects according to properties, such as shape or size</li> </ul>	<ul style="list-style-type: none"> <li>• Creates and experiments with symbols and marks representing ideas of number</li> <li>• Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'</li> <li>• Anticipates specific time-based events, such as mealtimes or home time</li> </ul>	<ul style="list-style-type: none"> <li>• Anticipates specific time-based events, such as mealtimes or home time</li> </ul>	<i>Embed learning within 22-36 month goals</i>	<i>Embed learning within 22-36 month goals</i>
<b>Mathematics (30-50 months)</b>	<ul style="list-style-type: none"> <li>• Uses some number names and number language spontaneously</li> <li>• Uses some number names accurately in play</li> <li>• Shows an interest in shape and space by playing with shapes or making arrangements with objects</li> </ul>	<ul style="list-style-type: none"> <li>• Recites numbers in order to ten</li> <li>• Knows that numbers identify how many objects there are in a set</li> <li>• Beginning to represent numbers using fingers, marks on paper or pictures</li> <li>• Shows awareness of similarities of shapes in the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes matches numeral and quantity correctly</li> <li>• Shows curiosity about numbers by offering comments or asking questions</li> <li>• Uses positional language</li> <li>• Shows interest in shapes in the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Compares two groups of objects, saying when they have the same number</li> <li>• Shows an interest in number problems</li> <li>• Shows an interest in numerals in the environment</li> <li>• Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'</li> </ul>	<ul style="list-style-type: none"> <li>• Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same</li> <li>• Shows interest in shape by sustained construction activity or by talking about shapes or arrangements</li> </ul>	<ul style="list-style-type: none"> <li>• Shows an interest in representing numbers</li> <li>• Realises not only objects, but anything can be counted, including steps, claps or jumps</li> <li>• Uses shapes appropriately for tasks</li> </ul>

# Little Deanies Curriculum Framework Overview 2019 - 2020

Term and Duration	Autumn Term 1 (7 weeks)	Autumn Term 2 (8 weeks)	Spring Term 1 (6 weeks)	Spring Term 2 (5 weeks)	Summer Term 1 (6 weeks)	Summer Term 2 (7 weeks)
<p><b>Mathematics</b> <b>(40-60+ months)</b></p>	<p><i>Introduce 40-60 month goals to children who are secure within the 30-50 month goals</i></p>	<p><i>Introduce 40-60 month goals to children who are secure within the 30-50 month goals</i></p>	<ul style="list-style-type: none"> <li>• Recognise some numerals of personal significance</li> <li>• Recognises numerals 1 to 5</li> <li>• Counts up to three or four objects by saying one number name for each item</li> <li>• Counts actions or objects which cannot be moved</li> <li>• Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes</li> <li>• Selects a particular named shape</li> <li>• Can describe their relative position, such as 'behind' or 'next to'</li> </ul>	<ul style="list-style-type: none"> <li>• Counts objects to ten, and begin to count beyond ten</li> <li>• Counts up to six objects from a larger group</li> <li>• Selects the correct numeral to represent 1 to 5 and then 1 to 10 objects</li> <li>• Counts an irregular arrangement of up to ten objects</li> <li>• Orders two or three items by length or height</li> <li>• Orders two items by weight or capacity</li> <li>• Uses familiar objects and common shapes to create and recreate patterns and build models</li> </ul>	<ul style="list-style-type: none"> <li>• Estimates how many they can see and checks by counting them</li> <li>• Uses the language of 'more' and 'fewer' to compare two sets of objects</li> <li>• Finds the total number of items in two groups by counting all of them</li> <li>• Says the number that is one more than a given number</li> <li>• Uses everyday language related to time</li> <li>• Beginning to use everyday language related to money</li> </ul>	<ul style="list-style-type: none"> <li>• Finds one more or one less from a group of up to five objects, then ten objects</li> <li>• In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting</li> <li>• Records, using marks that they can interpret and explain</li> <li>• Begins to identify own mathematical problems based on own interests and fascinations</li> <li>• Orders and sequences familiar events</li> <li>• Measures short periods of time in simple ways</li> </ul>

# Little Deanies Curriculum Framework Overview 2019 - 2020

Term and Duration	Autumn Term 1 (7 weeks)	Autumn Term 2 (8 weeks)	Spring Term 1 (6 weeks)	Spring Term 2 (5 weeks)	Summer Term 1 (6 weeks)	Summer Term 2 (7 weeks)
<b>Understanding the World (Science, Geography, Computing)</b>						
<b>Understanding the World (22-36 months)</b>	<ul style="list-style-type: none"> <li>• Has a sense of own immediate family and relations</li> <li>• Enjoys playing with small-world models, such as a farm, a garage, or a train track</li> </ul>	<ul style="list-style-type: none"> <li>• In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea</li> <li>• Notices detailed features in their environment</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to have their own friends</li> <li>• Seeks to acquire basic skills in turning on and operating some ICT equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Learns that they have similarities and differences that connect them to and distinguish them from others</li> <li>• Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car</li> </ul>	<i>Embed learning within 22-36 month goals</i>	<i>Embed learning within 22-36 month goals</i>
<b>Understanding the World (30-50 months)</b>	<ul style="list-style-type: none"> <li>• Shows interest in the lives of people who are familiar to them</li> <li>• Shows interest in different occupations and ways of life</li> <li>• Comments and asks questions about aspects of their familiar world, such as the place where they live or the natural world</li> </ul>	<ul style="list-style-type: none"> <li>• Remembers and talks about significant events in their own experience</li> <li>• Recognises and describes special times or events for family or friends</li> <li>• Talks about why things happen and how things work</li> <li>• Knows that information can be retrieved from computers</li> </ul>	<ul style="list-style-type: none"> <li>• Talks about why things happen and how things work</li> <li>• Shows an interest in technological toys with knobs or pulleys or real objects</li> <li>• Shows skill in making toys work by pressing parts or lifting flaps to achieve effects, such as sound, movement or new images</li> </ul>	<ul style="list-style-type: none"> <li>• Talks about why things happen and how things work</li> <li>• Can talk about some of the things they have observed, such as plants, animals, natural and found objects</li> <li>• Shows care and concern for living things and the environment</li> <li>• Developing an understanding of growth, decay and changes over time</li> </ul>	<ul style="list-style-type: none"> <li>• Knows how to operate simple equipment, e.g. turns on the CD player and uses remote control</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Remembers and talks about significant events in their own experience</li> <li>• Recognises and describes special times or events for family or friends</li> <li>• Shows care and concern for living things and the environment</li> <li>• Knows that information can be retrieved from computers</li> </ul>

# Little Deanies Curriculum Framework Overview 2019 - 2020

Term and Duration	Autumn Term 1 (7 weeks)	Autumn Term 2 (8 weeks)	Spring Term 1 (6 weeks)	Spring Term 2 (5 weeks)	Summer Term 1 (6 weeks)	Summer Term 2 (7 weeks)
<b>Understanding the World (40 to 60+ months)</b>	<i>Introduce 40-60 month goals to children who are secure within the 30-50 month goals</i>	<i>Introduce 40-60 month goals to children who are secure within the 30-50 month goals</i>	<i>Introduce 40-60 month goals to children who are secure within the 30-50 month goals</i>	<ul style="list-style-type: none"> <li>• Looks closely at similarities, differences, patterns and change</li> </ul>	<ul style="list-style-type: none"> <li>• Completes a single programme on the computer</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys joining in with family customs and routines</li> <li>• Interacts with age-appropriate computer software</li> </ul>

# Little Deanies Curriculum Framework Overview 2019 - 2020

Term and Duration	Autumn Term 1 (7 weeks)	Autumn Term 2 (8 weeks)	Spring Term 1 (6 weeks)	Spring Term 2 (5 weeks)	Summer Term 1 (6 weeks)	Summer Term 2 (7 weeks)
<b>Expressive Arts and Design (Art, D&amp;T and Music)</b>						
<b>Expressive Arts and Design (22-36 months)</b>	<ul style="list-style-type: none"> <li>• Joins in singing favourite songs</li> <li>• Creates sounds by banging, shaking, tapping or blowing</li> <li>• Shows an interest in the way musical instruments sound</li> <li>• Experiments with blocks, colours and marks</li> </ul>	<ul style="list-style-type: none"> <li>• Joins in singing favourite songs</li> <li>• Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me'</li> <li>• Beginning to make believe by pretending</li> </ul>	<i>Embed learning within 22-36 month goals</i>	<i>Embed learning within 22-36 month goals</i>	<i>Embed learning within 22-36 month goals</i>	<i>Embed learning within 22-36 month goals</i>
<b>Expressive Arts and Design (30-50 months)</b>	<ul style="list-style-type: none"> <li>• Enjoys joining in with dancing and ring games</li> <li>• Beginning to move rhythmically</li> <li>• Uses various construction materials</li> <li>• Developing preferences for forms of expression</li> <li>• Uses movement to express feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Sings a few familiar songs</li> <li>• Imitates movement in response to music</li> <li>• Explores colours and how colours can be changed</li> <li>• Creates movement in response to music</li> <li>• Sings to self and makes up simple songs</li> </ul>	<ul style="list-style-type: none"> <li>• Taps out simple repeated rhythms</li> <li>• Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects</li> <li>• Makes up rhythms</li> <li>• Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there</li> </ul>	<ul style="list-style-type: none"> <li>• Explores and learns how sounds can be changed</li> <li>• Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces</li> <li>• Engages in imaginative role play based on own first-hand experiences</li> <li>• Realises tools can be used for a purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to be interested in and describe the texture of things</li> <li>• Joins construction pieces together to build and balance</li> <li>• Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'</li> <li>• Uses available resources to create props to support role play</li> </ul>	<i>Consolidate learning within the 30-50 month goals</i>

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Term and Duration	Autumn Term 1 (7 weeks)	Autumn Term 2 (8 weeks)	Spring Term 1 (6 weeks)	Spring Term 2 (5 weeks)	Summer Term 1 (6 weeks)	Summer Term 2 (7 weeks)
<p><b>Expressive Arts and Design (40-60+ months)</b></p>	<p><i>Introduce 40-60 month goals to children who are secure within the 30-50 month goals</i></p>	<p><i>Introduce 40-60 month goals to children who are secure within the 30-50 month goals</i></p>	<ul style="list-style-type: none"> <li>• Begins to build a repertoire of songs and dances</li> <li>• Explores different sounds of instruments</li> <li>• Explores what happens when they mix colours</li> <li>• Chooses particular colours to use for a purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Experiments to create different textures</li> <li>• Understands that different media can be combined to create new effects</li> <li>• Manipulates materials to achieve a planned effect</li> <li>• Creates simple representations of events, people and objects</li> </ul>	<ul style="list-style-type: none"> <li>• Constructs with a purpose in mind, using a variety of resources</li> <li>• Uses simple tools and techniques competently and appropriately</li> <li>• Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences</li> <li>• Introduces a storyline or narrative into their play</li> </ul>	<ul style="list-style-type: none"> <li>• Selects appropriate resources and adapts work where necessary</li> <li>• Selects tools and techniques need to shape, assemble, and join materials they are using</li> <li>• Plays alongside other children who are engaged in the same theme</li> <li>• Plays cooperatively as part of a group to develop and act out a narrative</li> </ul>

# Little Deanies Curriculum Framework Overview 2019 - 2020

Term and Duration	Autumn Term 1 (7 weeks)	Autumn Term 2 (8 weeks)	Spring Term 1 (6 weeks)	Spring Term 2 (5 weeks)	Summer Term 1 (6 weeks)	Summer Term 2 (7 weeks)
<b>Religious Education</b>						
<b>Religious Education</b>	<b>God's World</b> Looking at the changing seasons and at how God cares for us (link to Harvest)	<b>God's Family</b> Looking at celebrations and how they bring religious people together through food and festivals	<b>Getting to know Jesus</b> Exploring the life of Jesus through some of the stories in the Bible	<b>Sorrow and Joy</b> Looking at the story of Easter. Link to their own experiences of feeling happy and sad.	<b>New Life</b> Reflect on the topic learning from last term. Explore the resurrection of Jesus and the first sightings of him.	<b>The Church</b> Explore how the disciples went on 'holiday' and spread the story of Jesus. Introduce the idea of church as one big family.
<b>Healthy Lifestyles/ British Values</b>						
<b>Healthy Lifestyles/ British Values</b>	<ul style="list-style-type: none"> <li>• Keeping myself clean</li> <li>• We take turns and share</li> </ul>	<ul style="list-style-type: none"> <li>• Being happy</li> <li>• We follow rules</li> </ul>	<ul style="list-style-type: none"> <li>• New Year/ New me!</li> <li>• We practice our table manners</li> </ul>	<ul style="list-style-type: none"> <li>• My changing body</li> <li>• We visit places in our local community</li> </ul>	<ul style="list-style-type: none"> <li>• Exercise</li> <li>• We learn about the world around us</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy diet</li> <li>• We are polite</li> </ul>
<b>Learning in the Community</b>						
<b>Learning in the Community</b>	•	•	•	•	•	•

