

EYFS

Curriculum Principles

By the end of EYFS, a student of English at Dixons Manningham Academy will:

Have an understanding of themselves in the context of their immediate surroundings and the wider world. They will be able to speak about themselves confidently and positively, and know what makes them unique. PSED is paramount to begin their educational journey and through our well-planned PDS curriculum. Students can make their own choices in their learning, promoting autonomy.

Speak with confidence in order to share their understanding with others and articulate their reasoning. They will use precise, subject specific vocabulary, and speak in complete sentences. The ability to be understood by others creates meaningful relationships with peers, allowing for conversations that value and respect every speaker. Communication and language progression is planned for over the year, with a constant focus during adult to child interactions.

Understand the value of reading. They will engage with a range of high-quality texts, which then begin a line of enquiry and inspire child initiated learning. Through story telling practice, students become story tellers internalising a range of texts which they can then innovate. Students will be taught to read, through systematic synthetic phonics and sequenced English lessons, allowing them to access texts independently and become lifelong readers.

The EYFS curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:

Directly addressing the language gap that exists within our community through daily language lessons; this enables students to more readily develop their phonological awareness skills and be better able to manipulate the complexities of the English language.

(Language development during the preschool years is associated with other domains of cognitive development and later education attainment. The importance of developing good literacy skills, which begins with high quality grounding in communication and language skills, not only underpins academic success in every subject but is crucial for full participation in society.)

Quality adult to child interactions at all times throughout the day in order to teach the curriculum alongside the directed learning. Practitioners are skilled in using the most effective ways to interact with students and move learning forward while they are engaged in their own line of enquiry e.g. through challenge, explanation, modelling or extension. Practitioners support students to make relationships and self-regulate, allowing them to develop personally and socially. All practitioners model and recast high standards of correct English and ambitious vocabulary which supports language acquisition.

Powerful knowledge begins in EYFS through our carefully planned all through curriculum and focus on vocabulary acquisition. Key knowledge is carefully chosen throughout the curriculum and builds on previous learning and experiences.

Ensuring areas of provision are closely linked to skills progression, providing opportunities for purposeful play and language acquisition, so that students are always challenged in their learning.

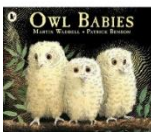
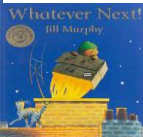
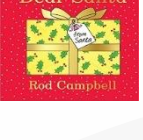
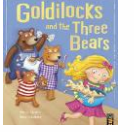
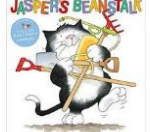
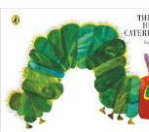
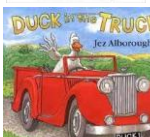
Using assessment to clearly identify specific needs of all students, so that teaching and learning is highly tailored and responsive.

We fully believe EYFS can contribute to the personal development of students at DMN:

Through the ELGs - personal social and emotional development is a prime area and considered the foundation of all other learning. We create positive and strong relationships with all students and between students. We are responsive to any issues through PSHE and a strong behaviour management system. Students quickly learn to manage their own feelings and behaviour, through restorative conversations they understand the impact of their behaviour on others. Students are intrinsically motivated to do the right thing.

Students encounter a wide range of opportunities ensuring cultural capital is at the heart of the curriculum. This includes a variety of external visits, visitors to school, theatre experiences and participation in a range of initiatives to enhance life chances. All Reception students visit the local library and are joined as members. Families are invited to join us.

By delivering high quality workshops and providing 1:1 support for parents to enable them to support the development of their child. We understand the pressures families face on a daily basis and the impact that can have on a child's ability to learn.

		Cycle 1	Cycle 2	Cycle 3
Nursery High Quality texts		     	   	   
Reception	Reception	Children will transition into reception with a focus on getting to know each other and learning routines and expectations. The first 2 weeks will be getting to know the children and baselining with no formal learning. Autumn 1 will also include 30 minutes of physical development sessions to develop fine and gross motor skills. All about me – children will explore their families, self-portraits, self-regulation and emotions. They will explore their local community and will begin to explore maps. Within this topic children will discuss where their families come from. Celebrations around the world- children will compare similarities and differences between communities. Children will engage with different cultures through stories, art, dance and food. Children will explore light and dark through scientific inquiries.	People who help us- children are introduced to vital community and everyday helpers, key roles in school, emergency workers and people who help us with health and well-being. Traditional tales- children will explore a range of traditional tales to immerse themselves in rich vocabulary and story language. Children will have opportunity to retell stories using oracy and props.	Growing- children will explore life cycles, human development and the natural world. Children will learn how humans grow from babies to adults. They will explore how animals hatch, grow and change over time and children will learn about the life cycle of a seed, what plants need to thrive and observe changes when plants are looked after correctly. Minibeasts- children will be introduced to the natural world and scientific inquiry. They will explore minibeast types, habitats and physical features. Children will develop rich vocabulary, which will be explored through observing minibeasts in their natural environments.
	Nursery Hooks & Trips	Library/local walk	Teddy bear’s picnic with parents. Superhero day	Chicks/ Caterpillars Farm visit
Nursery	Reception Hooks & Trips	Library/local walk Soup making Nursery Rhyme week	Trip to Oriental Supermarket Guide dog visitor	Farm visit Caterpillars Chick eggs Bean planting/ beanstalk
	Personal, social and emotional development	Being me in my world Identify similarities and differences; recognise and manage feelings; our right to learn at school; kind words and gentle hands; work well with others; be responsible	Dreams and goals Challenges; perseverance; set goals; words of encouragement; recognise feeling proud; jobs and aspirations	Relationships Friendships; make friends; be a good friend; have good manners; loneliness; solve friendship problems; the impact of saying



		Cycle 1	Cycle 2	Cycle 3
		Celebrating differences Things I am good at; celebrate what others are good at; anti-bullying; be a kind friend; use kind words; give and accept compliments	Healthy me Importance of exercise; balanced diet; sleep and hand hygiene; stranger danger	unkind words; how to calm down Changing me Label the body; different foods that help my body grow; notice changes from being a baby to now; celebrate the year, worries about starting school
	Personal, social and emotional development	Being me in my world Identify similarities and differences; recognise and manage feelings; our right to learn at school; kind words and gentle hands; work well with others; be responsible Celebrating differences Things I am good at; celebrate what others are good at; anti-bullying; be a kind friend; use kind words; give and accept compliments Health and Self Care Attend to own needs in school independently, such as going to the toilet, washing hands, and feeding self at family dining using a range of cutlery. Keeping Safe: Use of Resources, Out and About	Dreams and goals Challenges; perseverance; set goals; words of encouragement; recognise feeling proud; jobs and aspirations Healthy meR Importance of exercise; balanced diet; sleep and hand hygiene; stranger danger Keeping Safe: Road Safety, Internet	Relationships Friendships; make friends; be a good friend; have good manners; loneliness; solve friendship problems; the impact of saying unkind words; how to calm down Changing me Label the body; different foods that help my body grow; notice changes from being a baby to now; celebrate the year, worries about Year 1 Keeping Safe: Sun and Water, Personal safety
Nursery	Physical development	Walk, jump, run and climb... Walk up and down steps Use a scooter Ride a tricycle Begin to use different tools Begin to fasten buttons and zips, with support Use a spoon to feed themselves	Kick, throw and catch balls Climb stairs using alternate feet Skip, hop, balance on one leg Explore different ways of moving Carry large items safely Use one handed tools Use comfortable grip with good control when holding pens and pencils	Be increasingly independent at getting dressed and undressed Further develop fine motor skills in order to use tools safely and competently Eat independently, use knife and fork
Reception	Physical development	Movement and Expression Set routines for PE Negotiate space safely Follow instructions Dance Copy moves and positions, moving in response to music, movement to communicate a mood; sequence movements; communicate a narrative, develop control and grace	Balance Safely balance on a range of equipment; travel across equipment at varying heights; jump off equipment and land safely Throwing and catching Learn to accurately throw and catch a large ball standing still and moving; throw and catch with a friend; throw at a target and develop aim	Gymnastics Balance using different body parts; develop overall body strength; travel in a variety of ways; negotiate space Athletics Throw objects of different shapes and sizes; run distances; negotiate obstacles; relay races/team games
Nursery	Communication and language	Learn new words rapidly and use them in communicating Use simple sentences Begin to use word endings (going, cats) Retell a simple event in the correct order Respond to simple questions	Use talk to connect ideas, explain what is happening and anticipate what might happen next Recall and relive past experiences Use talk to organise themselves and their play Ask what, where, who questions	Use a range of tenses Start a conversation and continue it for many turns Begin to express a point of view and debate when they disagree with adult or friend Show understanding of prepositions such as 'under', 'on



		Cycle 1	Cycle 2	Cycle 3
Reception		Respond to simple instructions Join in with songs and rhymes Rhymes Polly put the kettle on Head shoulder knees and toes Ring A Ring A Roses Incy Wincy Spider Old MacDonald I'm a Little Tea Pot 5 Little Ducks Went Swimming One Day	Retell a simple event in the correct order Respond to a 2-part instruction Begin to use longer sentences Rhymes London Bridge is Falling Down Mary Had a Little Lamb. ... Humpty Dumpty. ... Hey diddle diddle. ... Baa baa black sheep. ... One, two, three, four, five... 5 Little men in a Flying Saucer When Goldilocks went to the House of the Bears... I will build a little house... Brown Bear, Brown Bear...	top', 'behind', by carrying out an action or selecting correct picture Use some positional language Sing many songs/rhymes Talk about familiar books Begin to understand why questions Rhymes Alphabet Songs Wiggly Woo Little Miss Muffet Ants Go Marching 10 little lady bugs Bippety Boppety Bumble Bee The Wheels On The Bus.
	Communication and language	Talk Begin to use a wider range of vocabulary Use longer sentences of 4-6 words Use talk to start a conversation Use talk to organise play Vocabulary Tier 2 and 3 domain specific vocab Facial features; Autumn; Diwali; Christmas DI Language Programme: Naming: whole name, school, other's names, body parts (part/whole), common objects, city, town, place, days of the week Pronouns – I, my, you, your, we, he, she, Prepositions: on/over Opposites: full/empty, wet/dry, big/small Actions: first, next, yes, no, beginning, end Rhymes Revisit Rhymes learnt in Nursery 5, Currant Buns Heads, Shoulder, Knees and Toes If You're Happy and You Know It Tommy Thumb... Little Bo-Peep Little Miss Muffet	Talk Use new vocabulary Use talk to work out problems and organise thinking Explain how things work and why things happen Ask questions to find out more and to clarify understanding, including how and why Vocabulary Tier 2 and 3 domain specific vocab Winter; Spring; Hot and Cold Places; materials DI Language Programme: Naming: common objects, plurals, today, tomorrow, cloth, paper, plastic, graphite, wood, rubber, glass, Pronouns – they, Prepositions: behind, in, front, back, top, bottom, middle Opposites: long/short, old/young Actions: first, next, last, start, finish Rhymes 5 Little Snowmen I'm a Little Penguin On a Cold and Frosty Morning Teddy Bears Picnic Our Favourite Foods Song Goldilocks went to the house of the bears.	Talk Express ideas and feelings about experiences Use full sentences Use conjunctions, with support Use past, present, future tenses Vocabulary Tier 2 and 3 domain specific vocab; Plant and Animal Lifecycles; Summer; Change; Occupations; countries of the world DI Language Programme: Naming: common objects, occupations, body parts – forehead, cheek, chest, eyebrow, ankle, sky, sun clouds, land, earth, ocean, months of the year, locations – beach, airport, ship, farm, doctors Opposites: sad/happy, hot/cold, open/close, awake/asleep, late/early, fast/slow, Comparatives: size, same/different, Rhymes 5 fat Peas... Here is the Beehive Mary, Mary... The ants go marching by... Ugly Bug Ball I jumped aboard a pirate ship .. Row, Row your boat.. A sailor went to sea sea sea



		Cycle 1	Cycle 2	Cycle 3
Nursery		Jack and Jill, Three blind Mice All the Leaves are Falling Down		
	Literacy	Phonics Aspect 1 – General sound discrimination - environmental Aspect 2 - General sound discrimination - instrumental sounds	Phonics Aspect 3 - General sound discrimination - body percussion Aspect 4 – Rhythm and rhyme	Phonics Aspect 5 - Alliteration Aspect 6 - Voice sounds In summer 2, Nursery 2 children will be exposed to the first 6 DI sounds.
		Reading Have some favourite stories, songs and rhymes. Fill in missing words or phrases from stories and rhymes. Know some nursery names by heart Notice print in the environment Recognise name	Reading Engage in extended conversations about stories, learning new vocabulary Join in with repeated refrains and anticipate key events and phrases Begin to recognise letters in their name Understand that print has meaning Recreate stories during role-play and small world activities Sequence stories Understand the names of different parts of a book Count or clap syllables in words	Reading Know that print is read from left to right, top to bottom Understand page sequencing Describe story settings, events, and characters Look at books independently. Hear and say initial letter Recognise words with the same initial sound Recognise familiar words and signs Learn some letter names and sounds in words Begin to blend and segment orally Spot and suggest rhymes
		Writing Enjoy drawing freely Give meaning to the marks made Overwrite name Copy some letters e.g. letters from name	Writing Write initial and other letters in name Make marks which represent words	Writing Use print and letter knowledge in early writing Write some or all of name Write some letters accurately
		Handwriting Explore different materials and tools Explore a range of mark making media	Handwriting Show a preference for a dominant hand Use a comfortable grip with good control	Handwriting Increasingly use tripod grip Show increasing control when making marks
Reception	Literacy	Reading NIFDI Reading Mastery Recognise familiar words and signs Hear and say Initial letter sounds in words Learn letter names and sounds Initial sound phoneme/grapheme correspondence Segment and blend orally Become familiar with stories with repetitive patterns Retell and act out stories	Reading NIFDI Reading Mastery Segment the sounds in simple words and blend them together Name and sound letters of the alphabet Begin to read words and simple sentences	Reading NIFDI Reading Mastery Read and understand simple sentences, including HFWs Identify rhyming words Begin to read and understand more complex sentences, using connectives Re-tell familiar stories
		Drawing Club	Drawing Club Learn to retell the class story.	Drawing Club Retell the class story.



		Cycle 1	Cycle 2	Cycle 3
Nursery		Children will develop early writing, vocabulary and fine motor skills through the magic of storytelling. Drawing club texts are chosen through child interest and teach interest to create a joyful session Discuss characters and settings. Draw characters and setting Create 'magic codes' using early phonics knowledge and math skills. Children discuss the marks they have made.	Use new vocabulary outside of the session. Discuss beginning, middle and end of story. Discuss characters and settings. Create 'magic codes' using CVC/ CVCC words and tricky words.	Use imagination to create adventure days and create 'magic codes' that are short captions and sentences. Sentence dictation may be used.
		Writing Make meaningful marks Write name Write initial sounds Write recognisable letters with the correct formation Draw with accuracy	Writing Use clearly identifiable letters to communicate meaning Use phonic knowledge to begin to write words, captions and simple sentences Begin to use capital letters Re read work to check it makes sense Begin to evaluate own work and that of others	Writing Write phonetically plausible sentences which can be read by themselves and others Evaluate own work and that of others
		Handwriting Daily name writing practice Pencil grip focus Fine motor skills e.g cutting, tweezers, threading etc. Letter formation	Handwriting Focus on accurate letter formation Use spaces between words Write from top to bottom, left to right Use handwriting lines Use lined exercise books and pencils	Handwriting Size of writing is regular Spacing of words/letters/sentences Capital letters used accurately
	Mathematics	Categorise objects by shape, size, colour. Match items based on properties. Explore pattern. Fit shapes in inset puzzles and jigsaws Fill and empty containers Use blocks to create simple structures and arrangements Anticipate time based events Understand 'soon' or 'later' Begin to use language of size Select a small number of objects Know that a group of things changes when something is added or taken away Begin to use fingers to show 1 or 2 Recite numbers in order to 5	Recite numbers past 5 Realise that not only objects but anything can be counted. Say one number name for each item 1-5, in order Recognise and order digits 1-5 Represent 5 using fingers and objects Match some numerals and quantities correctly Say who has fewer Fast recognition of up to 3 objects (without counting) Use fingers for counting Extend and create ABAB patterns. Discuss routes and locations, using words like 'in front of', and 'behind' Begin to compare length, weight and capacity Begin to sequence events... Talk about and begin to describe shapes used in construction Select shapes appropriately for tasks Combine shapes to make new ones	Compare two groups of objects saying when they have the same Say who has fewer Say who has more Link numeral and amounts Understand final number is the total in the set Recite numbers 1-10 Begin to solve maths problems within 5 Discuss routes and locations, using words like 'in front of', and 'behind' Use some positional language Order and sequence familiar events Select a particular named shape (2D) Explore 2D and 3D shapes.



	Cycle 1	Cycle 2	Cycle 3
Mathematics	Perceptually subitise within 3 identify sub-groups in larger arrangements Create their own patterns for numbers within 4 Practise using their fingers to represent quantities which they can subitise Experience subitising in a range of contexts, including temporal patterns made by sounds. Relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set Have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song Develop 1:1 correspondence, including by coordinating movement and counting See that all numbers can be made of 1s Compose their own collections within 4. Understand that sets can be compared according to a range of attributes, including by their numerosity Use the language of comparison, including 'more than' and 'fewer than' Compare sets 'just by looking'. Explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand Begin to count beyond 5 Explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot Explore the composition of numbers within 5. Positional Language Sort objects by colour, size or shape Continue, copy and create AB patterns Shapes with 4 sides, triangles, circles.	Increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements Explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part Experience patterns which show a small group and '1 more' Continue to develop verbal counting to 20 and beyond continue to develop object counting skills, using a range of strategies to develop accuracy Continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10 Order numbers, linking cardinal and ordinal representations of number. Continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 Explore the composition of 6, linking this to familiar patterns, including symmetrical patterns Begin to see that numbers within 10 can be composed of '5 and a bit'. Explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'. Continue to consolidate their understanding of cardinality, working with larger numbers within 10 become more familiar with the counting pattern beyond 20. Explore the composition of odd and even numbers, looking at the 'shape' of these numbers Begin to link even numbers to doubles Begin to explore the composition of numbers within 10 Compare Mass Compare Capacity Length and Height Time Name and describe 3D shapes	Continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns Use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number Subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 Be encouraged to identify when it is appropriate to count and when groups can be subitised. Continue to develop verbal counting to 20 and beyond, including counting from different starting numbers Continue to develop confidence and accuracy in both verbal and object counting. Explore the composition of 10. Order sets of objects, linking this to their understanding of the ordinal number system. Select, rotate and manipulate shapes to develop spatial reasoning
Understanding the world	Nursery Garden Explore natural materials inside and out, using senses. Autumn Seasonal change, plant lifecycle Talk about what they see My School Navigate around school, following instructions. Discuss how to get to school	Dark Explore dark and light. Discuss what happens at night-time. Healthy Me/My Body How we look after our bodies and stay healthy Pushing and Pulling Explore how things work	Growing Sow seeds, care for growing plants Begin to understand key features of plant and animal life cycles Develop respect for natural environment and living things Materials Explore and compare properties of materials



		Cycle 1	Cycle 2	Cycle 3
Reception		My Family Recognise and name members of family, beginning to make sense of family history and own life story Celebrations Share family photos of celebrations Explore how different countries celebrate different celebrations	Talk about different forces they can feel Weather Explore how winter impacts on our lives – travel, clothes, animals People Who help Us Show interest in the different occupations of adults in school	Geography Local Area Explore local area taking pictures of our favourite places and buildings and shops Use google earth to help make our own maps
	Understanding the world	Science Humans: my body, facial features, own basic hygiene and oral hygiene, keeping healthy, healthy choices, emotions and self-regulation. Celebrations- Investigate light and dark (linked to Diwali) Seasons: seasonal change Autumn Describe what they see, hear and feel whilst outside RE Engage with religious festivals (Diwali, Christmas), learning where in the world they originated and how they are celebrated. Geography Me in My World: explore features of immediate environment - class, school grounds, and Manningham (local walk, library). Explore where their family was born. History Me in My World: share information about selves and families. Talk about who is in their family and the things they do. Talk about the lives of people around them.	Science Changing States: investigate water/ice, magnetic materials Look closely at similarities, differences, patterns and change. Investigate polar animals and how they survive in the correct habitat. Healthy Me: show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Materials: explore collections of materials with different/similar properties. Compare different materials for recycling (linked to bin men) Seasons: seasonal change Winter and Spring RE Engage with religious festivals (Easter), learning where in the world they originate and how they are celebrated Geography Hot and Cold Places: compare local environments to hot and cold places around the world, using maps. Talk about the roles of people in society.	Science Living Things: sow seeds and care for growing plants; understand the key features of plant and animal lifecycles. Egg to Chick; caterpillars Growing food- Explore where different fruits/vegetables grow depending on climate. Seasons: seasonal change Summer RE Engage with religious festivals (Eid), learning where in the world they originate and how they are celebrated Geography Know about similarities and differences between life in this country and life in other countries, link through growing in different climates. History Changing Me: children look back over their time in Reception. How have they changed?



		Cycle 1	Cycle 2	Cycle 3
Nursery	Expressive arts and design	Experiment and make marks with tools provided Realise tools can be used for a purpose Hold paper and make random cuts Explore and describe properties of paint Understands that glue is used for the purpose of sticking Uses a glue spreader to apply PVA glue Use and carry scissors safely Explore and learn how sounds can be changed	Draw lines and different shapes with a variety of implements Experiment with mark making as a form of observational drawing Draw with increasing complexity and detail Put tape onto the edge of the table before cutting Develop complex stories using small world equipment Remember and sing entire songs	Show emotions in drawings and paintings Use different materials to create shade, light and dark Explore what happens when colours are mixed Begin to use a hole-punch, split pins & treasury tags Cut tape to an appropriate length and use a single piece for a single join Create own songs Play instruments with increasing control
	Expressive arts and design	Creating with Materials Self-portraits/Families: Observational drawings/paintings and collage and 3D junk modelling Explore powder paints: mixing colours, changing consistency by adding more powder or water. Mix primary colours (powder paints) to create secondary colours Experiment with thick and thin brushes Practice tearing and cutting using scissors Use a glue spreader to apply glue Combine boxes using different tape Fold paper for a purpose Decide whether PVA or Pritt Stick glue is the best glue for the purpose Being Imaginative and Expressive Music: nursery rhymes and familiar songs; phonics songs; express ideas, thoughts and feelings through music	Creating with Materials Printing: Print with a mixture of objects and textures (in clay and paint). Make patterns in paint/clay Use string and ribbon for a purpose. Create observational drawings using the correct colour or making sound colour choices Experiment with different ways of using mark making implements (i.e. dotting, making lines, blocking). Make models using different methods of fixing and joining. Understand masking tape can be painted. Being Imaginative and Expressive Music: adapt well known songs; capture experiences with a range of music; move in time to music Recount and adapt narratives	Creating with Materials Make models using different methods of fixing and joining. Clay modelling. Embellish when wet, paint when dry Use hole punches and treasury tags Famous Jungle paintings. Critique well known art. Emulate, choosing from a range of materials/techniques Being Imaginative and Expressive Music: high and low pitch, fast and slow tempo; experiment with rhythm; Perform songs, rhymes, poems and stories with others. Invent narratives
Reception				

