

## Early Years Curriculum at Ongar Place

The early years curriculum at Ongar Place was redeveloped with reference to the statutory framework 2017 and is carefully designed to ensure intention and implementation is appropriate for our youngest children as they start school and provide the right foundation for good future progress through school and through life.

We build on the children's previous experiences, whether that is in a formal setting or at home. We take account of children's local context and experience to ensure the learning is relevant to their needs and interests. Children positively engage with the learning in the classroom and beyond and the impact of the curriculum is monitored carefully.

The overarching principles of the framework guide practice at Ongar

- Every child is a unique child
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments
- Children develop and learn in different ways and at different rates

The Statutory Framework as laid out by the government can be found here:

[www.foundationyears.org.uk/files/2017/03/eyfs\\_statutory\\_framework\\_2017.pdf](http://www.foundationyears.org.uk/files/2017/03/eyfs_statutory_framework_2017.pdf)



The Statutory Framework consists of 7 areas of learning and development all of which are important and interconnected.

We actively promote tolerance and respect of others and the values of democracy, law and liberty through the effective social, moral, spiritual and cultural development of our children. All children are encouraged to become autonomous and motivated learners.

However, the Statutory Framework is just one element of the education of our Early Years children at Ongar. Our aim is to provide a broad and balanced experience which enriches and supports learning and which creatively and actively involves the children. Alongside progress and achievement, we wish to promote excellence in learning and provide memorable moments. We do this by ensuring we provide challenge, excitement and enjoyment and meets the needs of all our learners; preparing them well for a successful future and ensuring they have an unforgettable present.

The following pages give a taster of how the topics and learning in Early Years are organised and when children will meet different areas of learning.

	Autumn 1 Me, Myself and I	Autumn 2 Festivals and Celebrations	Spring 1 Animals	Spring 2 Growing and Life Cycles	Summer 1 Goodies and Baddies	Summer 2 Understanding my World
<b>Personal, Social and Emotional Development</b> MR – making relationships SC+A – self-confidence and awareness MF+B – managing feelings and behaviours	<b>MR:</b> Play in a group, extending and elaborating play ideas. <b>SC+A:</b> use activities and resources with help. <b>MF+B:</b> adapt behaviour to different events, social situations and changes in routine	<b>MR:</b> Initiates play, offering cues to peers to join them. <b>SC+A:</b> Communicate freely about own home and community <b>MF+B:</b> Understands that own actions affect other people	<b>MR:</b> Explains own knowledge and understanding. <b>SC+A:</b> Confident to speak to others about own needs and wants, <b>MF+B:</b> Aware of the boundaries set	<b>MR:</b> Asks appropriate questions of others. <b>SC+A:</b> Can describe self in positive terms and talk about abilities <b>MF+B:</b> be able to negotiate and solve problems	<b>MR:</b> Initiates conversations, attends to and takes account of what others say. <b>SC+A:</b> choose the resources they need for their chosen activities. <b>MF+B:</b> work as part of a group or class, and understand and follow the rules	<b>MR:</b> Children play co-operatively, taking turns with others. <b>SC+A:</b> Confident to speak to others about, interests and opinions. <b>MF+B:</b> talk about behaviour, and its consequences, and know that some behaviour is unacceptable
<b>Physical Development</b> MH – moving and handling H+SC – health and self-care	<b>MH:</b> Experiments with different ways of moving. <b>H+SC:</b> Eats a healthy range of foodstuffs and understands need for variety in food.	<b>MH:</b> Handles tools, objects, construction and malleable materials safely and with increasing control. <b>H+SC:</b> Manage their own basic hygiene	<b>MH:</b> Begins to form recognisable letters <b>H+SC:</b> Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.	<b>MH:</b> Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed <b>H+SC:</b> Know the importance for good health of physical Exercise.	<b>MH:</b> Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. <b>H+SC:</b> know the importance for good health of physical exercise, and a healthy diet	<b>MH:</b> Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. <b>H+SC:</b> know the importance for good health and talk about ways to keep healthy and safe
<b>Communication and Language</b> LA - listening and attention U – understanding S- speaking	<b>LA:</b> Listens to others one to one or in small groups, <b>U:</b> Shows understanding of prepositions <b>S:</b> Builds up vocabulary that reflects the breadth of their experiences.	<b>LA:</b> Listens to stories with increasing attention and recall. <b>U:</b> Beginning to understand ‘why’ and ‘how’ questions <b>S:</b> Uses talk to connect ideas, explain what is	<b>LA:</b> Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. <b>U:</b> Responds to instructions involving a two-part sequence	<b>LA:</b> Is able to follow directions <b>U:</b> Able to follow a story without pictures or props. <b>S:</b> Uses talk to organise, sequence and clarify thinking, ideas, feelings	<b>LA:</b> Maintains attention, concentrates and sits quietly during appropriate activity. <b>U:</b> Understands humour. <b>S:</b> Uses language to imagine and recreate roles and experiences in	<b>LA:</b> Two-channelled attention – can listen and do for short span. <b>U:</b> Listens and responds to ideas expressed by others in conversation or discussion. <b>S:</b> Introduces a storyline

		happening and anticipate what might happen next, recall and relive past experiences.	<b>S:</b> Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.	and events.	play situations.	or narrative into their play.
<b>Literacy</b> R – reading W – writing	<b>R:</b> Recognises rhythm in spoken words. <b>W:</b> Sometimes gives meaning to marks as they draw and paint and see	<b>R:</b> Recognises familiar words <b>W:</b> Begins to break the flow of speech into words	<b>R:</b> Hears and says the initial sound in words <b>W:</b> Links sounds to letters, naming and sounding the letters of the alphabet.	<b>R:</b> Can segment the sounds in simple words and blend them together and knows which letters represent some of them <b>W:</b> Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.	<b>R:</b> Begins to read words and simple sentences <b>W:</b> Writes own name and other things such as labels or captions	<b>R:</b> Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. <b>W:</b> Attempts to write short sentences in meaningful contexts
<b>Mathematics</b> N – numbers SSM – Shape space and measures	<b>N:</b> Children count reliably with numbers from one to 20 <b>SSM:</b> Children use everyday language to talk about size. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.	<b>N:</b> Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. <b>SSM:</b> They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.	<b>N:</b> Using quantities and objects, they add and two single-digit numbers and count on or back to find the answer. <b>SSM:</b> Children use everyday language to talk about size, weight, capacity, position, distance, They recognise, create and describe patterns.	<b>N:</b> Using quantities and objects, they subtract and two single-digit numbers and count on or back to find the answer. <b>SSM:</b> Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.	<b>N:</b> They solve problems, including doubling, halving and sharing. <b>SSM:</b> Children use everyday language to talk about size, weight, capacity, position, distance, of everyday objects.	<b>N:</b> They solve problems, including doubling, halving and sharing. <b>SSM:</b> Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.
<b>Understanding the World</b> P+C – people and communities TW – the world T – technology	<b>P+C:</b> Children talk about past and present events in their own lives and in the lives of family members <b>TW:</b> They talk about the	<b>P+C:</b> They know about similarities and differences between themselves and others, and among families, communities and traditions.	<b>P+C:</b> They know about similarities and differences between themselves and others <b>TW:</b> Children know about similarities and	<b>P+C:</b> They know about similarities and differences between themselves and others, and among families, communities and traditions.	<b>P+C:</b> They know that other children don't always enjoy the same things, and are sensitive to this. <b>TW:</b> Children know	<b>P+C:</b> They know that other children don't always enjoy the same things, and are sensitive to this <b>TW:</b> They make

	<p>features of their own immediate environment and how environments might vary from one another.</p> <p><b>T:</b> Children recognise that a range of technology is used in places such as homes and schools</p>	<p><b>TW:</b> They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p><b>T:</b> Children recognise that a range of technology is used in places such as homes and schools</p>	<p>differences in relation to places, objects, materials and living things.</p> <p><b>T:</b> Completes a simple program on a computer</p>	<p><b>TW:</b> They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p><b>T:</b> Completes a simple program on a computer</p>	<p>about similarities and differences in relation to places, objects, materials and living things.</p> <p><b>T:</b> select and use technology for particular purposes.</p>	<p>observations of animals and plants and explain why some things occur, and talk about changes.</p> <p><b>T:</b> select and use technology for particular purposes.</p>
<p><b>Expressive Arts and Design</b>  EAD – expressive arts and design  BI – being imaginative</p>	<p><b>EAD:</b> Children sing songs and safely use and explore a variety of materials</p> <p><b>BI:</b> They represent their own ideas, thoughts and feelings through, art, music, role play and stories.</p>	<p><b>EAD:</b> Children sing and dance, use and experiment with colour</p> <p><b>BI:</b> Children use what they have learnt about media and materials in original ways.</p>	<p><b>EAD:</b> They safely use and explore a variety of materials, tools and techniques</p> <p><b>BI:</b> Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p><b>EAD:</b> Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p><b>BI:</b> 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>	<p><b>EAD:</b> design, texture, form and function.</p> <p><b>BI:</b> 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>	<p><b>EAD:</b> They use and explore a variety of materials, tools and techniques</p> <p><b>BI:</b> 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>