



**Sandhills Community Primary
School
Foundation Stage Curriculum**

Introduction

This document contains information about the curriculum for the Foundation Stage at Sandhills Primary School. Please see the Curriculum Overview document for wider curriculum information including our:

- Curriculum Statement
- Foundation subject information - progression documents, subject statements
- SEND information

Sept 2020 - Due to restrictions caused by Covid 19, there are some small temporary changes to some aspects of this document including school visits and visitors.

EYFS Long term plan

Sandhills Primary School Foundation Stage Curriculum Overview (2019-2020)						
Area of learning focus:	All About Me Term 1	Let's Celebrate (Diwali, Bonfire Night, Birthdays, Remembrance, Hanukah, Christmas) Term 2	Once Upon A Time... Term 3	Off to Outer Space Term 4	Help! Help! Term 5	Old MacDonald had a farm Term 6
<p><i>This overview provides you with an insight into the children's learning experiences throughout their year in Foundation. The learning opportunities will also continue to be enhanced over the year as children build upon their own unique experiences and share their ideas with their friends and the adults around them. A lot of children's learning experiences are through play, investigation and active involvement. This approach, we believe, helps them to become more independent active learners.</i></p>						
WOW EVENTS	<p>Invite families to send in photos of the children as babies and make a baby photo collage.</p> <p>Invite families to join us for a healthy eating afternoon, making smoothies and fruit salads.</p>	<p>Birthday Party for our dinosaur</p> <p>Come and join us for the EYFS Nativity.</p> <p>Trip to the Pantomime</p>	<p>Science Dome</p> <p>Science investigations- property of materials/floating and sinking</p> <p>Maths games day??</p>	<p>Parents invited to see our science investigations.</p>	<p>Visit from Jo Soul (fingerprinting).</p> <p>Visit from the Fire Fighters.</p>	<p>Class trip: Visit to Farmer Gow's.</p>
Main texts (see EYFS English Curriculum Map for more details)	<p>My Brother by Anthony Browne</p> <p>Funny Bones- Janet and Allan Ahlberg</p> <p>Oliver's Fruit Salad- Vivien French</p> <p>Shark in the Park- Nick Sharratt</p>	<p>Diwali Story Rama and Sita</p> <p>Harry and the Dinosaurs have a happy birthday- Ian Whybrow</p> <p>Handa's Surprise- Eileen Browne</p> <p>Percy the Park Keeper stories- Nick Butterworth</p> <p>The foggy foggy forest- Nick Sharratt</p>	<p>The Gingerbread Man</p> <p>The Enormous Turnip</p> <p>Goldilocks and the 3 Bears</p> <p>The Three Little Pigs</p> <p>Rapunzel</p> <p>Rumpelstiltskin</p> <p>Little Red Riding Hood</p> <p>Here be Monsters by Jonathan Emmett and Poly Bernatene</p>	<p>Whatever Next- Jill Murphy</p> <p>The Way Back Home- Oliver Jeffers</p> <p>Look up- Nathan Bryan</p> <p>Aliens love underpants- Claire Freedman and Ben Cort</p>	<p>Poem – I'm a Firefighter</p> <p>Poem – There was a frog</p>	<p>The Crunching Munching Caterpillar</p> <p>Farmyard Chickens</p> <p>The Trouble with Tadpoles</p> <p>The case of the missing Caterpillar</p>

			The Once Upon a Time Map Book by B.G.Hennessy			
Communication and Language	<ul style="list-style-type: none"> • understand new rules and routines for our class and follow them listening to stories and following them without pictures (Numberland) taking part in circle time. • talking about my family and myself. • listening to stories and rhymes. talking about my knowledge of my body and my skeleton 	<ul style="list-style-type: none"> • listening to stories, songs and rhymes. • asking simple questions about different celebrations. • learning a range of new topic related words. • developing vocabulary through role play and small world play. • using talk to explain ideas. 	<ul style="list-style-type: none"> • listening to stories, mainly fairytales, songs and rhymes. • developing vocabulary through role play and small world play. • using puppets, story maps and story language to tell a story. • Talking about what we are good at in our writing 	<ul style="list-style-type: none"> • listening to stories, songs and rhymes • developing vocabulary through role play and small world play • following instructions 	<ul style="list-style-type: none"> • listening to stories, songs and rhymes. • developing vocabulary through role play and small world play. • using puppets to tell a story. • answering how and why questions. • asking questions. • following instructions. 	<ul style="list-style-type: none"> • listening to stories, songs and rhymes. • developing vocabulary through role play and small world play. • using puppets to tell a story. • answering how and why questions. • asking questions. • following instructions.
Main aims	<p>30-50 months</p> <p>Listens to others one to one or in small groups, when conversation interests them.</p> <p>Listens to stories with increasing attention and recall.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Focusing attention – still listen or do, but can shift own attention.</p> <p>Is able to follow directions.</p> <p>Understands use of objects (e.g. “What do we use to cut things?”)</p> <p>Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture.</p> <p>Responds to simple instructions, e.g. to get or put away an object.</p> <p>Beginning to understand ‘why’ and ‘how’ questions.</p> <p>Beginning to use more complex sentences to link thoughts (e.g. using and, because).</p> <p>Can retell a simple past event in correct order (e.g. went down slide, hurt finger).</p> <p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p>Questions why things happen and gives explanations. Asks e.g. who, what, when, how.</p>	<p>40-60 months</p> <p>Able to follow a story without pictures of props</p> <p>Understands humour, e.g., jokes, nonsense rhymes</p> <p>Maintains attention, concentration and sits quietly during appropriate activity</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Uses language to imagine and recreate roles and experiences in play situations.</p> <p>Links statements and sticks to a main theme or intention.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Introduces a storyline or narrative into their play.</p>	<p>Early Learning Goal</p> <p>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</p> <p>Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>They develop their own narratives and</p>			

	<p>Uses a range of tenses (e.g. play, playing, will play, played). Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play, e.g, 'This box is my castle.'</p>			<p>explanations by connecting ideas or events.</p>		
<p>Literacy</p>	<p>learning to recognise and write my name. learning to blend CVC words • learning different sounds that letters make (RWI). know which sound is at the beginning and end of a word • learning to read and write familiar words such as mum, dad. • learning to write for a purpose e.g. making lists, labelling pictures. • re-telling a familiar story. Joining in with stories and poems Beginning to be aware of how a book is structured • talking about characters in story books. • labelling the parts of a body. Looking at books independently</p>	<p>Learning to blend words-CVC, CCVC, CVCC • learning different sounds that letters make (phonics). • learning to write invitations, labels and cards. • exploring rhyming words through stories, songs and games. • reading the story of Diwali, Bonfire Night, Hanukah and Christmas. • using non-fiction books to learn about new celebrations. • learning poems, rhymes and songs linked to celebrations.</p>	<p>Listening to and retelling traditional tales. -retelling stories in my own words in the correct sequence using story telling language and stick puppets -Writing labels, invitations, letters, lists, instructions, wishes, and stories related to and about different traditional tales. -continuing to learn my phonics sounds and using them in my writing. -using my phonic knowledge to read and write simple regular words in captions and sentences. Learning to read multisyllabic words -creating story maps. -change something about a well know character - celebrate our writing by saying what we have done well Enjoy an increasing range of books</p>	<p>continuing to learn my phonics sounds using my phonic knowledge to read and write simple regular words in captions and sentences writing instructions to make a rocket writing lists finding information in non-fiction books writing facts about planets</p>	<p>continuing to learn my phonics sounds. using my phonic knowledge to read and write simple regular words in simple sentences. learning to read and write some common irregular words. finding information in non-fiction books. writing facts. storytelling. talking about the stories I have heard.</p>	<p>• reading and understanding simple sentences. • using my phonic knowledge to decode regular words and read them aloud accurately. • reading and writing some irregular words, like your, said • showing that I understand what I have read by talking to others about the story. • using my phonic knowledge to write words. • Writing simple sentences that can be read by myself and others.</p>

			Beginning to learn some irregular words			
Mathematics	<ul style="list-style-type: none"> • learning to count, recognise and order numbers to 5 and then 10. • learning to match numbers to quantities of groups to at least 10. Count objects by saying one number name for each item Counting actions or objects which cannot be moved Count out up to 6 object from a larger group Counting an irregular arrangement of objects Estimate how many objects and then check by counting • learning to relate addition to combining two or more groups of objects. • learning about patterns. • learning about the days of the week. 	<ul style="list-style-type: none"> • creating Rangoli patterns. • adding small numbers • using different 2D shapes to create pictures eg rectangles and triangles for rockets, circles for snowmen • finding out about capacity, • counting, eg candles, decorations on a tree, doors on an Advent calendar. • ordering events using time related vocabulary. • beginning to count to 100. -begin to know the months of the year and the seasons Use the language more and fewer when comparing two sets of objects find the total number of objects by combining two groups 	<ul style="list-style-type: none"> -learning to understand that teen numbers are 10 plus some more. -Matching objects to a number -writing numbers to 20. -learning about symmetry. -making repeating patterns. -identifying odd and even numbers. -counting in 2s. -learning number bonds to 10. -learning to double and halving/sharing -learning to name and describe 3D shapes. -learning to measure time, length, height and weight. -ordering object by size 	<ul style="list-style-type: none"> • learning to recognise, name and describe 2D and 3D shapes • comparing length, weight and height • comparing and ordering numbers to 20 • comparing and ordering coins according to their value • finding one more or one less than a given number and writing addition and subtraction sentences to match 	<ul style="list-style-type: none"> • learning the numbers bonds to 5, 6, 7, 8 and 10. • counting to 100. • counting back from 20. • learning that teen numbers are 10 and some more and writing number sentences to show this. • doubling and halving numbers. • counting in 2s, 5s and 10s. • learning to recognise o'clock on analogue and digital clocks. 	<ul style="list-style-type: none"> • counting to 100 • counting in 10s.,2s and 5s • counting on 2, 3 or 4 from any number. • revising and learning coins from 1p to £2. • ordering coins by value. • comparing lengths, weights and capacities. • beginning to know pairs of numbers which total 5, 6 and 10.
PSED	<ul style="list-style-type: none"> • understanding the importance of being a good learner – Animal Learners • learning to participate in turn taking games. • trying out new activities and selecting resources independently. • dressing and undressing independently for PE. • learning routines of the 	<ul style="list-style-type: none"> • playing games to support the development of turn taking, eg party games. • discuss my experiences of attending different celebrations. • discuss emotions linked to celebrations. 	<ul style="list-style-type: none"> • trying new things in my learning. • talking about what I like doing. • talking about what I am good at. • setting goals to help me with my learning. • Discuss strategies when feeling angry 	<ul style="list-style-type: none"> • trying new things in my learning • talking about what I like doing • talking about what I am good at • thinking about the needs and feelings of others 	<ul style="list-style-type: none"> • trying new things in my learning. • talking about what I like doing. • talking about what I am good at. • setting goals to help me with my learning. • taking turns with others. • talking about my ideas. 	<ul style="list-style-type: none"> • trying new things in my learning. • talking about what I like doing. • talking about what I am good at. • setting goals to help me with my learning. • taking turns with others. • talking about my ideas.

	<p>school day.</p> <ul style="list-style-type: none"> • learning and talking about my family and other people who are important to me. 					<ul style="list-style-type: none"> • talking about how I feel about moving to Year 1.
<p><u>Understanding the World</u></p> <p>People and Communities</p> <p>(also links to and overlaps with 'The World')</p>	<p>Talking about similarities and differences between my friends and my family.</p> <p>Drawing a picture of my family and telling others about them</p> <p>Thinking about what job I want to do when I grow and explaining why</p> <p>Being involved in role play in the home corner, the doctors surgery and the sandpit</p> <p>Playing 'schools' with the big whiteboards outside or 'offices' in the writing hut</p> <p>Discussing what you did at the weekend with your family</p> <p>Playing in the role play doctors surgery</p>	<p>discussing my experiences of attending different celebrations, such as a birthday party, firework events, Diwali</p> <p>taking part in a birthday party and discussing what we might need</p> <p>Talking about how I celebrate Christmas and listening to others explain their family events</p> <p>Playing in the elves workshop to wrap and give cards and presents</p> <p>Listening to Miss Chappell explain how her grandma used to celebrate Christmas she was a child.</p> <p>Going to the pantomime and talking about a time when I went to the theatre, or listening to others experiences</p> <p>Talking about what we enjoyed about the panto trip</p>	<p>Discussing our Christmas holidays and what we did/enjoyed. Listening to others. Was it the same as us or different?</p> <p>Talking about what we did at the weekend to our talk partner.</p> <p>Finding out about imagined places and settings in fairy tales, e..g, forests, castles.</p> <p>Talking about who might live there and what their lives might be like. Talking about what they might do in that particular setting compared to another.</p> <p>Playing in the castle role play area and the three bears cottage</p> <p>Joining in with a trip to the school library</p>	<p>Learning about and thinking about being an astronaut in space and what this would be like</p> <p>Talking about whether I would like to be an astronaut and why/why not</p>	<p>Finding out about different traditions, ie May Day Celebrations.</p> <p>Asking questions to Mrs Soul when she comes in to take finger prints, learning about crime scene investigation</p> <p>Talking about what jobs our parents do and what we would like to do when we are older (has it changed since September?!) </p> <p>Bringing in my favourite toy and talking about why I like it and then listening to others</p>	<p>Learning about summer and talking about the things we like to do in summer time</p> <p>Using the ice cream van role play to pretend we are on holiday</p> <p>Talking about holidays we have been on or are going on</p> <p>(Look at a contrasting location that you might go on for your holiday??)</p> <p>(talking about where I the world our families come from and finding those places on a world map, inviting parents in to talk about where they are from??)</p>

Main aims 'and objectives	<p>30-50 Shows interest in the lives of people who are familiar to them.</p> <ul style="list-style-type: none"> • Remembers and talks about significant events in their own experience. • Recognises and describes special times or events for family or friends. • Shows interest in different occupations and ways of life. • 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. 	<p>40-60 Enjoys joining in with family customs and routines.</p>	<p>40-60 Enjoys joining in with family customs and routines.</p>	<p>ELG Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>ELG Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>ELG Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>
<u>Understanding the World</u> Technology	<p>Technology Role play in doctors' surgery and home corner using the telephone. 'Typing' in outdoor writing hut</p>	<p>Technology Using the camera to take photographs in outdoor area Using a timer in outdoor area Telephones in role play areas.</p>	<p>Technology using the paint program on the computer to create pictures of fairy tales using the listening area in classroom using stereos and headphones using a talking tin to record sentences and play them back making sliding pictures and explaining how they work</p>	<p>Technology Using the bee-bots and entering simple commands Using the paint program on the computer to create pictures of space</p>	<p>Technology finding out about and discussing different types of technology in the home looking for 'hazards' in the home playing a simple game on the interactive whiteboard</p>	<p>Technology Learning how to use a simple program on the ipads (parents to complete a technology questionnaire to give more evidence of technology usage)</p>
Main objectives	<p>30-50</p> <ul style="list-style-type: none"> • Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. • Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. • Knows that information can be 	<p>40-60 Completes a simple program on a computer. • Uses ICT hardware to interact with age-appropriate computer software.</p>	<p>40-60 Completes a simple program on a computer. • Uses ICT hardware to interact with age-appropriate computer software.</p>	<p>40-60 Completes a simple program on a computer. • Uses ICT hardware to interact with age-appropriate computer software.</p>	<p>ELG Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<p>ELG Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>

<p>Understanding the World (including science investigations)</p>	<p><i>retrieved from computers</i></p> <p>Finding out about the different parts of my body. talking about how I have changed as I have grown up by looking back at my baby photo Learning about and using my five senses to investigate the area around me Experiments with the 5 senses, including -‘feely boxes’ to guess what is inside -scented paints to smell, and using my sense of taste to try different fruit - listening to different sounds and guessing what they are</p> <p>Discussing the season and what changes around them Thinking about Harvest and what this means, talking about what I might see in the fields at this time of the year</p> <p>Forest School... knowing the route to get to Forest School and what you might see on the way.</p>	<p>Being involved in discussions about what it is like now that it is winter time and how the outside area looks different (frost etc) and how to keep myself warm</p> <p>Looking at ice and talking about how it is made and what happens to it</p> <p>Taking part in an investigation- where shall we put the ice for it to melt the quickest?</p> <p>talking about winter and hibernation listening and commenting on stories which explain how animals hibernate in winter and why</p> <p>discussing how to make shadows and how to make the shadow bigger and smaller</p> <p>learning about going on our Panto trip and thinking about our local environment- what will we see on the way? What do you know about a trip to</p>	<p>Gingerbread Men science experiments- floating and sinking/changing states</p> <p>Science investigations- property of materials- making 3 little pig houses/wrapping up Humpty Dumpty, evaluating which house is the best and why?</p> <p>Creating maps of fairytale islands based on book ‘The Once Upon a Time Map book’ by B.G.Hennessy</p> <p>Create a large floor pirate map with key features and use story telling and ‘mini me’s’ to explore the island, e.g. quick sand, look out, volcano, rocks, sea etc.</p>	<p>Bubbling Planets and Craters on the Moon- changing states</p> <p>Talking about what planet we live on and where on the planet we live</p> <p>Talking about our planet and how we can look after our planet, looking at a globe</p> <p>Talk about making journeys- to the local area, or further afield, or space! Make some simple maps for the aliens in our story to find their way around the outside area/the school.</p> <p>Talking about Spring time and the things I can see happening around me, talking about what has changed</p>		<p>Learning about different environments by comparing sandhills to the farm at Farmer Gows</p> <p>talking about holidays and trips to the seaside, the weather and the things you might do when you are there</p> <p>learning about the life cycles of animals , plants and mini-beasts</p> <p>· learning about farm animals. Talking about the life of a farmer and how to look after the animals. Talking about the names of their offspring.</p>
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		the theatre/into Oxford City Centre?				
Main aims and objectives	<p>30-50 months</p> <ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. • Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Talks about why things happen and how things work. • Developing an understanding of growth, decay and changes over time. • Shows care and concern for living things and the environment. 	<p>40-60 months</p> <ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change. 		<p>Early Learning Goals</p> <p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>		
Physical Development Moving and Handling	<p>learning to travel in a variety of ways by using the equipment in the hall and outdoor area, and exploring Forest School.</p> <ul style="list-style-type: none"> • exploring movements with my body • learning to move with control and co-ordination over, under and through various large apparatus. • learning to move with confidence, control and safety. • developing my pencil control. • using a range of tools safely, e.g., scissors. • using a range of malleable materials in my play, e.g., playdough. 	<ul style="list-style-type: none"> • exploring movements linked to fireworks. • exploring large apparatus. • using a range of different mark making materials, eg glitter and sand. • building with a purpose using small and large construction materials, eg making rockets, poppies, Christmas decorations. • using scissors to cut paper. • Demonstrating control over objects, e.g., 	<ul style="list-style-type: none"> • Taking part in small games in PE lessons • Using a range of different objects, including bats, balls, bean bags and quoits in PE to throw and catch. • using a range of different mark making materials, eg chalk and sand. • building with a purpose using small and large construction materials, eg a new chair for little bear, a basket for Little Red Riding Hood, a new house for the 3 little pigs. • Climbing with confidence at forest school 	<ul style="list-style-type: none"> • More team games • using a range of different materials for writing eg chalk and sand • building with a purpose using small and large construction materials, eg rockets, planets, aliens 	<ul style="list-style-type: none"> • exploring large and small apparatus. • Taking part in athletics based activities on the playground and the field, including running, relay races, jumping and throwing. • dancing around the Maypole (May Day). • moving in a range of different ways. • talking about healthy practices. • building with a purpose using small and large construction materials. 	<ul style="list-style-type: none"> • exploring large and small apparatus. • using small equipment, ie bats, balls, hoops. • moving in a range of different ways. • talking about healthy practices. • building with a purpose using small and large construction materials.

		small and large balls in outside area, bean bags and hoops in PE lessons	<ul style="list-style-type: none"> Showing good control in small and large movements when taking part in dance/drama for Little Red Riding Hood 			
Physical Development Health and Self Care	Learning the importance of eating healthy food by talking about fruit and vegetables and reading Oliver's Fruit Salad Talking about staying safe when taking part in PE lessons and when using the outdoor area Talk about putting equipment away from outside area safely. Identify children who are practicing appropriate safety measures and point out to others to encourage them to do the same.					
Expressive Arts and Design Exploring and using media and materials	<ul style="list-style-type: none"> drawing a picture of myself by looking in a mirror, using paint. drawing a picture of my family using pencil and crayon. Exploring the creation station- using a range of materials to make collages and models. <ul style="list-style-type: none"> learning new songs to help me in my learning. Drawing a picture of 'what I want to be when I am older.' Using chalk on blackboards Using water on blackboards with paint brushes Making an autumnal picture using cotton wool buds and paint	Finger painting pictures of poppies for Remembrance day Making a collage pumpkin using paper pieces Making a firework hat by cutting and sticking Making a birthday card for class dinosaur using different shaped collage pieces making Diwali and Christmas cards by cutting, sticking and drawing <ul style="list-style-type: none"> creating fireworks using paint and cardboard tubes. Making big firework pictures by splatting paint on to paper with teabags. <ul style="list-style-type: none"> combining different media to create scenes for different celebrations. learning songs for the Christmas Nativity. 	<ul style="list-style-type: none"> learning to describe the texture of different materials. learning to role play different fairy tales. -make a plan and choose different materials to make models, ie houses for the 3 pigs, a new chair for baby bear, a castle Building castles out of Lego and describing features -weave a blanket for baby bear using paper and string Making a map for a fairytale island using pencils and crayon Painting a bird picture and creating its tail by folding paper into a fan Working as a team to create a treasure island large floor map 	<ul style="list-style-type: none"> learning to describe the texture of different materials singing songs, making music and dancing designing and building space rockets by choosing the appropriate resources. 	<ul style="list-style-type: none"> using percussion instruments to identify beat and rhythm. singing songs. dressing up for different jobs e.g postman, police, fire service, role playing different emergencies. 	<ul style="list-style-type: none"> using percussion instruments to identify beat and rhythm. learn songs for the EYSF, KS1 summer show

Main aims and objectives	<p>30-50 months</p> <p>Enjoys joining in with dancing and ring games.</p> <ul style="list-style-type: none"> • Sings a few familiar songs. • Beginning to move rhythmically. • Imitates movement in response to music. • Taps out simple repeated rhythms. • Explores and learns how sounds can be changed. • Explores colour and how colours can be changed. • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. • Beginning to be interested in and describe the texture of things. • Uses various construction materials. • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance. • Realises tools can be used for a purpose. 		<p>40-60 months</p> <ul style="list-style-type: none"> • Begins to build a repertoire of songs and dances. • Explores the different sounds of instruments. • Explores what happens when they mix colours. • Experiments to create different textures. • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using. 		<p>Early Learning Goals</p> <p>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	
Expressive Arts and Design	<ul style="list-style-type: none"> • using role play in the home corner and doctor's surgery. <p>Exploring the sand pit</p> <p>Exploring small world- dolls house, play mobil</p>	<p>Using role play in the home corner and Toy Shop and Elves' Workshop.</p> <p>Using traffic signs and bikes outside</p>	<ul style="list-style-type: none"> -using role play in the home corner and The Three Bears' Cottage <p>dance lessons- Little Red Riding Hood</p> <p>small world- castle, fairytale castle</p> <p>Small world construction site (outdoor area)</p> <p>Large floor treasure island map with landscape features and 'mini me's' to play with</p>	<p>Using role play in the home corner and The Space Station.</p> <p>Small world space station</p> <p>Small world- alien landscape (outdoor area)</p>	<p>Using role play in the home corner and The Post Office.</p>	<ul style="list-style-type: none"> • role playing serving in an ice cream van and in a garden centre.
Being Imaginative						
Main aims and objectives	<p>30-50 months</p> <ul style="list-style-type: none"> • Developing preferences for forms of expression. • Uses movement to express feelings. • Creates movement in response to music. • Sings to self and makes up simple songs. • Makes up rhythms. 		<p>40-60 months</p> <ul style="list-style-type: none"> • Create simple representations of events, people and objects. • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. 		<p>Early Learning Goals</p> <p>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>	

	<ul style="list-style-type: none"> • Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. • Engages in imaginative role-play based on own first-hand experiences. • Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. • Uses available resources to create props to support role-play. • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. 	<ul style="list-style-type: none"> • Chooses particular colours to use for a purpose. • Introduces a storyline or narrative into their play. • Plays alongside other children who are engaged in the same theme. • Plays cooperatively as part of a group to develop and act out a narrative. 				
BRITISH VALUES	<p>Throughout EYFS, opportunities are taken to promote British Values:</p> <ul style="list-style-type: none"> • Democracy • The rule of law • Individual liberty • Mutual respect • Tolerance of those of different faiths and beliefs <p>To elaborate, in order to incorporate democracy, we must showcase everyone being treated equally and having equal rights, ie through sharing and group decision-making.</p> <p>Mutual respect and tolerance for others is about learning to understand and appreciate each other's differences, without allowing those differences to cause a change in treatment of any sort. It's about being a part of a community where not everyone is the same and forming relationships within that without discrimination.</p> <p>Ensuring the children in EYU understand that rules are important and learn right from wrong is promoting 'the rule of law'. We do this by teaching that there are boundaries and consequences, and that feelings and behavior should be managed to fit within these boundaries.</p> <p>Finally, individual liberty is children understanding and valuing their own self and gaining confidence in making choices. Self-esteem, self-confidence and self-awareness are key.</p>					
SPIRITUAL, MORAL, SOCIAL & CULTURAL	<ul style="list-style-type: none"> • learning to think about the feelings of others. • Black History Week – Handa's Surprise 	<ul style="list-style-type: none"> • talking about Remembrance Day to understand the need for tolerance. • Anti-Bullying Week - We're all Special song (Twinkl) 	<ul style="list-style-type: none"> • using the story of Cinderella to discuss families/being rich/poor/kind or cruel. 	<ul style="list-style-type: none"> • learning about staying safe online (Internet Safety Day) • learning about similarities in communities and traditions between myself and others 	<ul style="list-style-type: none"> • May Day - learning about similarities in communities and traditions between myself and others 	TRANSITION
RE	<ul style="list-style-type: none"> • learning about Harvest through the Parable of the Sower (Assembly) 	<ul style="list-style-type: none"> • enjoying a range of stories and accounts from different faith traditions and cultures. 	<ul style="list-style-type: none"> • Learning about Shrove Tuesday and Ash 	<ul style="list-style-type: none"> • learning about the Easter story and different Easter traditions 	<ul style="list-style-type: none"> • finding out some of the ways Jesus helped people. 	<ul style="list-style-type: none"> • Buddy Events

		Learning the story of Rama and Sita and the celebration of Diwali. Learning about how Christians celebrate Christmas and discussing their own Christmas celebrations.	Wednesday.	<ul style="list-style-type: none">• Learn about Holi the Hindu festival of colour which celebrates the arrival of spring	<ul style="list-style-type: none">• Listening to and retelling the story of Noah's Ark.	
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Topic Webs for each term are available on the school website
<https://sandhills.oxon.sch.uk/curriculum-information/curriculum-maps/>

Sandhills Primary School - Visits and visitors overview

Our whole school programme of visits and visitors is planned to support work in the classroom in developing cultural capital and to give children an understanding of their place within both the local and national community. Visits and visitors allow us to enrich and bring life to the children’s learning. They give glimpses into other lives and experiences that give a sense of what is possible. We are continuing to develop these opportunities.

Cultural Experiences **Visitors and workshop** **Topic linked visit / activities** **Community Linked visits**

Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Whole School focus / events	Black History Month	Remembrance Day Anti-bullying Week Children in Need Pantomime visit (alternate years) Christmas Performances	Martin Luther-King Day Science Explorer Dome	International Women’s Day Science Day World Book Day Comic Relief (Red Nose Day)	Ramadan Eco Day	Windrush Day Pride Month
EYFS	Forest School	Forest School	Forest School	Forest School Visit by Fire Service	Forest School	Forest School Farm visit
	Superhero	Memory Box	Moon Zoom	Dinosaurs	Enchanted Woodland	Splendid Skies
Y1	Community police visit to school	Banbury Museum or Cogges Christmas cards to sheltered accommodation in Barton		Natural History Museum	Author visit Story Museum	Hill End or Science Oxford

	Scented Garden	Muck, mess and mixtures	Land Ahoy	Wriggle and Crawl	Beach Comber	Towers, Tunnels and Turrets
Y2	Forest School	Forest School	Forest School	Forest School Animals to school	Forest School KS1 Music Festival tbc	Forest School Visit to Oxford Castle
	Tribal Tales	Predators	Heroes and Villain	Gods and Mortals	Tremors	Flow
Y3	Biscuit Henge Houses				Ashmolean Museum	Salter's Steamers Boat Trip
	Burps, bottoms and bile	Traiders and Raiders	Playlist	Blue Abyss	Misty Mountains	I am a Warrior
Y4	Visit from STEM Ambassador	Metro Bank visit Trade Fair				Harry Potter Museum
	Alchemy Island	Pestilence	Stargazer	A Child's War	Time Traveller	Scream Machine
Y5	Visit from a Games Designer	Medieval Day RE Inspired		Residential visit	School Nurse visiting Outdoor Learning	Thorpe Park
	ID	Victorian Revolution	Frozen Kingdom	Bloodheart	You Are Awesome	Hola Mexico
Y6	Forensic Afternoon with visiting Forensic Investigator Fingerprinting		Roald Dahl Day Visit to Roald Dahl Museum	Creating a class newspaper	You Are Awesome Residential Visit	Cooking a Mexican two course meal IMPS Junior Citizen

