



EYFS CURRICULUM

Winsford High Street Primary School

Nursery → Reception

OUR CURRICULUM INTENT

Our Early Years Provision at Winsford High Street Community Primary School is driven by the needs of our pupils who join us from varied starting points and with varied life experiences. We strive to ensure that by the end of the Early Years Foundation Stage the children at Winsford High Street will be happy, confident, resilient, independent learners who embody the characteristics of effective learning to allow them to transition smoothly into Year One.

AT THE HEART OF OUR CURRICULUM

Our curriculum is rooted in rich experiences, stories, rhymes, conversation, play, direct interaction and purposeful teaching. Across Nursery and Reception, children build communication, personal and social development, physical confidence, early literacy, mathematical understanding, knowledge of the world, creativity and independence. Vocabulary is deliberately developed and revisited so that children increasingly understand, use, explain and apply what they know.

OUR CURRICULUM JOURNEY

NURSERY

BUILDING FOUNDATIONS

Children encounter, explore, practise and begin to use new knowledge, language and skills through meaningful experiences.

RECEPTION

DEEPENING UNDERSTANDING

Children build on these foundations through increasingly precise vocabulary, more sustained thinking, direct teaching, application and greater independence.

OUR CURRICULUM PRINCIPLES

Experience → Key knowledge → Vocabulary
→ Application

Introduce → Revisit → Deepen → Apply

Introduce → Practise → Refine → Apply

We look beyond completed activities or the number of vocabulary words introduced and focus on what children increasingly know, understand, use and apply. Adults deliberately revisit and strengthen previously taught knowledge through stories, sustained shared conversations, continuous provision, purposeful questioning, Drawing Club, play experiences and explicit connections to new learning. This helps children to recall, deepen and apply what they have learned in different contexts.



EYFS CURRICULUM

Winsford High Street Primary School

BRINGING THE CURRICULUM TO LIFE

Pedagogy, inclusion and ambitious learning for every child. Working together to achieve.

HOW CHILDREN LEARN - A BALANCED APPROACH TO LEARNING

Children learn through a balance of child-initiated play, carefully planned continuous provision, first-hand experiences, purposeful adult interaction and direct teaching. Adults observe, model, question, explain and engage in sustained shared thinking, extending children's ideas and helping them make connections with previous learning. In Nursery, Plan, Do, Review supports children to make purposeful choices within continuous provision. Children talk about what they intend to do, carry out their ideas through play and exploration, and return to reflect on what they have done. Adults use these opportunities to model and extend language, support sustained thinking and help children make connections with previous learning.

PLAY	PROVISION	EXPERIENCES	ADULT INTERACTION	DIRECT TEACHING
------	-----------	-------------	-------------------	-----------------

Through these experiences, children develop an increasing independence, curiosity, persistence and willingness to have a go through the characteristics of effective learning:

PLAYING AND EXPLORING	ACTIVE LEARNING	CREATING AND THINKING CRITICALLY
-----------------------	-----------------	----------------------------------

AN INCLUSIVE CURRICULUM

EARLY IDENTIFICATION • ADAPTATION • PARTICIPATION • PROGRESS

We identify children's needs early and work to secure the right support promptly. WellComm is used to support the identification and development of language and communication skills. Where children need additional help, targeted interventions and additional adult support are provided.

Continuous provision enables children to access learning at an appropriate level while remaining part of the same ambitious curriculum. Visual timetables support all children with routines, transitions and expectations. Adults use observation, interaction, Makaton, modelling, repetition and knowledge of the individual child to adapt support and help children participate, communicate and make progress.

Big Ideas That Build Across Our EYFS Curriculum

These recurring curriculum threads begin in Nursery and are revisited and deepened in Reception. They are not additional assessment criteria; they help make the conceptual progression across our EYFS curriculum visible.

BIG IDEA	NURSERY FOUNDATIONS	RECEPTION DEEPENING
Change	Seasons change; caterpillars become butterflies	Life cycles; growth; environmental change
Community	Family, belonging, jobs	Local community, occupations, significant people
Place	Home, maps, routes	Landmarks, cities, transport, wider world
Environment	Caring for plants and the natural world	Conservation and pollution
Communication	Stories, talk and sharing experiences	Explaining, discussing and retelling
Number relationships	Counting, comparing and recognising quantity	Composition, addition, doubling and sharing



EYFS CURRICULUM

Winsford High Street Primary School

Personal, Social & Emotional Development

EYFS CURRICULUM EXPECTATION

Children develop confidence, responsibility, positive relationships, emotional understanding, self-regulation, independence and healthy choices.

OUR CURRICULUM IN ACTION

NURSERY	RECEPTION
• Promoting Healthy Eating Habits, Zones of Regulation and Oral Health support children's understanding of health and wellbeing. • One Decision resources are used and revisited across Nursery to support emotional literacy, relationships and safe choices. • Children develop confidence, independence and a sense of belonging through familiar relationships and routines. • Emotional vocabulary is introduced and modelled so children increasingly recognise, name and talk about their feelings. • Children select resources, take responsibility, play alongside and with others, follow agreed rules and begin to solve conflicts through talk with adult support. • Daily routines and continuous provision provide opportunities to manage personal needs, make choices, persist with challenges and become increasingly independent.	• Children build resilience, self-regulation, independence and respectful relationships. • Emotional vocabulary is extended so children can describe feelings with increasing precision and consider other people's perspectives. • Learning continues through relationships, routines, discussion, stories, collaborative play and opportunities to manage needs and solve problems. One Decision resources support emotional literacy. • Whole-school themes include belonging to a community, families and friendships, digital resilience, respecting ourselves and others, safe relationships, growing and changing, physical health and mental wellbeing.

PROGRESSION: NURSERY → RECEPTION

NURSERY	RECEPTION
Develops confidence and positive relationships; begins to manage feelings and routines, follow rules and resolve conflicts with adult support.	Develops resilience and self-regulation; manages own needs with greater independence, builds respectful relationships and increasingly considers others' perspectives.

KEY KNOWLEDGE

NURSERY	RECEPTION
• People have different feelings and feelings can change. • Rules help us to play and learn together. • Talking can help us solve some conflicts. • Healthy choices include food, drink, activity, toothbrushing and personal care.	• Different emotions can be recognised, named and managed. • Other people may have different feelings and perspectives. • Relationships involve respect, cooperation and problem-solving. • Growing independence includes managing personal needs and making healthy choices including good oral health habits.

EXAMPLES OF KEY VOCABULARY

NURSERY	RECEPTION
happy, sad, angry, worried; belonging, family, friendship, safe, healthy	anxious, scared, worried, happy, sad, angry, frustrated, jealous; respectful, resilience, self-regulation, perspective

WHAT THIS LOOKS LIKE IN PRACTICE

Nursery: a child names a feeling and uses adult support to solve a disagreement.

Reception: a child explains why they feel frustrated, considers another child's view and suggests a way forward.



EYFS CURRICULUM

Winsford High Street Primary School

Communication & Language

EYFS CURRICULUM EXPECTATION

Children listen, understand, communicate and take part in increasingly sustained conversations, using a widening and increasingly precise vocabulary. The focus is not simply on the number of words or activities children encounter, but on what children increasingly understand, explain, remember and transfer.

OUR APPROACH

Vocabulary is central to the curriculum. In Nursery, vocabulary development is rooted in rich experiences, stories, rhymes, conversation, play and direct interaction. Reception builds on this foundation and deliberately increases the breadth, precision and complexity of language through high-quality texts, direct teaching, sustained shared conversations, first-hand experiences, continuous provision, storytelling, role play, Drawing Club, writing, mathematics, Understanding the World, PSED and physical development.

OUR CURRICULUM IN ACTION

NURSERY	RECEPTION
• Makaton, nursery rhymes and Phase 1 phonics support communication. • Vocabulary is rooted in rich experiences, stories, rhymes, conversation, play and direct interaction. • Children listen to longer stories, follow two-part instructions, answer 'why' questions, sing songs and rhymes, talk about familiar books and use longer sentences. • Progression: Hear → Notice → Understand → Begin to use. • Plan, Do, Review provides regular opportunities for children to articulate intentions, organise their thinking, talk about their play and experiences, recall what they have done and increasingly explain their ideas using taught vocabulary.	• Vocabulary is developed through high-quality texts, direct teaching, sustained shared conversations, first-hand experiences, continuous provision, storytelling, role play, Drawing Club, writing, mathematics, Understanding the World, PSED and physical development. • Children increasingly describe, explain, compare, classify, retell, question and transfer vocabulary across contexts. • Drawing Club provides weekly vocabulary enrichment through carefully chosen texts and children's interests.

PROGRESSION: NURSERY → RECEPTION

NURSERY	RECEPTION
Hear → Notice → Understand → Begin to use	Encounter → Understand → Use → Apply → Revisit & Transfer
Children increasingly listen to and understand vocabulary in context, use words from familiar stories and experiences, to begin to describe, compare, organise play and begin to explain experiences.	Children increasingly use rich, precise ambitious vocabulary to describe, explain, compare and classify; use it in play, storytelling, mathematical thinking, oral retelling and writing; and transfer it across contexts.

KEY KNOWLEDGE

NURSERY	RECEPTION
• Words have meanings and help us communicate ideas, feelings and experiences. • Stories can be listened to, remembered and talked about. • Questions and instructions can contain more than one part. • Talk can be used to organise play and express a point of view.	• Language can be used to describe, explain, compare, question and discuss. • Vocabulary learned in one context can be used in another. • Stories and experiences can be retold and discussed using increasingly precise language. • Listening and responding help sustain conversations.



EYFS CURRICULUM

Winsford High Street Primary School

Language Functions: What Children Increasingly Do with Language

LANGUAGE FUNCTION	NURSERY	RECEPTION
Describe	Uses familiar descriptive words to talk about people, objects, experiences and stories.	Uses increasingly precise vocabulary to describe people, objects, events, environments and ideas.
Compare	Begins to notice and talk about similarities and differences using words such as same, different, bigger and smaller.	Uses increasingly precise vocabulary to compare, classify and explain similarities and differences.
Explain	Gives simple explanations about what they see, do and experience, with adult support where needed.	Explains ideas, events and processes using increasingly precise vocabulary and connected sentences.
Reason	Begins to give reasons for choices and actions.	Uses talk to explain thinking, justify choices and solve problems, including mathematical reasoning.
Sequence	Uses simple temporal language such as first, then and next when retelling familiar events.	Sequences stories, events and processes using increasingly precise temporal and narrative vocabulary.
Question	Asks questions to find out more about people, objects and experiences.	Asks and responds to increasingly focused questions and uses answers to extend thinking.
Predict	Begins to suggest what might happen next in stories, play and familiar experiences.	Uses prior knowledge and experience to predict outcomes and explain thinking.

Tiered Vocabulary

TIER	PURPOSE	EXAMPLES FROM THE CURRICULUM
Tier 1 – Everyday language	Words children need to communicate, interact, describe experiences and manage everyday life.	happy, sad, angry, worried, big, small, fast, slow, wet, dry, above, below, behind, under
Tier 2 – High-utility vocabulary	Words that can be used across a range of contexts and help children describe, compare, explain and reason.	enormous, gigantic, frightened, terrified, compare, describe, similar, different, frustrated, cautious
Tier 3 – Curriculum-specific vocabulary	Words linked to specific knowledge and concepts within the curriculum.	cocoon, emerge, conservation, petals, stem, roots, incubate, life cycle, pollution, ocean, environment, minerals

DRAWING CLUB: VOCABULARY AND WRITING IN ACTION

Drawing Club provides an additional opportunity for weekly vocabulary and writing development in Reception. Texts are chosen from children's interests or linked to the broader theme. Adults identify high-value ambitious vocabulary arising from the text, explicitly introduce and explain it, model it in rich conversation, encourage its use in storytelling and imaginative play, revisit it during provision and subsequent learning, and look for transfer into new contexts.

Drawing Club enriches and extends the planned vocabulary spine. Progress is seen in increasing understanding, precision, independence and transfer rather than simply in the number of words encountered.

WHAT THIS LOOKS LIKE IN PRACTICE

Nursery: 'The caterpillar is in the cocoon;' 'The watermelon is enormous'

Reception: 'The chick keeps warm in the incubator before it hatches.'



EFYS CURRICULUM

Winsford High Street Primary School

Physical Development

EFYS CURRICULUM EXPECTATION

Children develop gross and fine motor control, strength, balance, coordination, agility and increasing independence in using tools and managing personal routines.

OUR CURRICULUM IN ACTION

NURSERY	RECEPTION
• Gross motor: crawling through tunnels, parachute games, ribbon sticks, chalks and vertical mark-making. • Fine motor: threading, pegs and boards, jigsaws, tweezers, construction and training scissors. • Children develop balancing, riding and ball skills; climb, skip, hop, use large-muscle movements, choose resources and collaborate with others. • Children use one-handed tools, develop pencil grip and become more independent with dressing.	• Gross motor: vertical mark-making, controlling own body weight, outdoor games for spatial awareness, dance and gymnastics, easels, den building and balance bikes. • Fine motor: increasingly complex jigsaws, pencil control, handwriting, scissors, buttons, zips, fastening shoes, cutlery, construction and drawing shapes. • Children refine fundamental movements, develop fluent movement, core strength, ball skills and safe use of apparatus. • Children develop competent, safe and confident use of tools and foundations for efficient handwriting.

PROGRESSION: NURSERY → RECEPTION

NURSERY	RECEPTION
Develops balance, coordination, gross and fine motor control; uses tools and equipment with increasing confidence and independence.	Refines fundamental movement skills and develops strength, balance, agility and coordination; develops pencil control to form letters correctly and competent tool use.

KEY KNOWLEDGE

NURSERY	RECEPTION
• Different movements and tools are suited to different tasks. • Safe movement involves awareness of space, equipment and other people. • Practice helps develop control, balance and coordination. • Personal care routines can be managed with increasing independence.	• Movements can be combined with increasing control, fluency and precision. • Core strength, balance and coordination support successful movement and posture. • Different tools need to be handled safely and accurately. • Independence includes managing routines such as mealtimes, dressing and fastening. • Letters have a consistent shape and are formed using the correct movement and direction.

KEY VOCABULARY – EXAMPLES FROM OUR CURRICULUM

NURSERY	RECEPTION
balance, climb, crawl, hop, skip, ride, throw, catch, thread, snip, grip	control, balance, posture, fluent, precision, accuracy, throw, catch, kick, pass, bat, aim

WHAT THIS LOOKS LIKE IN PRACTICE

Nursery: chooses how to move across stepping stones and uses scissors to make snips.

Reception: combines movements fluently and uses pencils, scissors and cutlery with increasing accuracy and independence.



EYFS CURRICULUM

Winsford High Street Primary School

Literacy – Reading & Writing

EYFS CURRICULUM EXPECTATION

Children develop enjoyment of stories and print, phonological awareness and early writing, then build secure phonics, word reading, sentence reading and increasingly independent writing.

OUR CURRICULUM IN ACTION

NURSERY	RECEPTION
• Texts include nursery rhymes, The Enormous Watermelon, Diwali and Bonfire Night non-fiction, The Christmas Story, traditional tales, Topsy and Tim, The Hungry Caterpillar, The Tiny Seed, conservation texts and pirate/boat texts. • Children join in with key events and phrases, represent and describe characters, create role play, sequence story events and retell simple storylines. • Children learn that print has meaning and purposes, how English text is read, parts of a book and page sequencing. • Phonological awareness includes rhyme, syllables and initial sounds; children use print/letter knowledge in early writing, write some/all of their name and some letters accurately.	• Texts include The Three Little Pigs, local salt-mines material, Topsy and Tim/Harry and the Dinosaurs, Little Red Hen, Diwali and Bonfire texts, Stickman, The Christmas Story, Naughty Bus, Emma Jane's Aeroplane, Whatever Next, Jasper's Beanstalk, Hattie Peck, Supertato, emergency-services non-fiction, Rainbow Fish, Commotion in the Ocean and Somebody Swallowed Stanley. • Outcomes include oral retelling, labels, simple captions, recounts, retelling/rewriting stories and character descriptions. • Drawing Club provides additional weekly vocabulary and writing development through texts chosen from children's interests or linked to broader themes. • Children read letters/sounds, blend, read common exception words and simple sentences, re-read for fluency, form letters, spell using phonics and write/re-read short sentences.

PROGRESSION: NURSERY → RECEPTION

NURSERY	RECEPTION
Enjoys stories and rhymes; retells familiar events; develops phonological awareness; understands that print and marks carry meaning; writes name/some letters.	Applies taught phonics to read words and simple sentences; develops fluency and comprehension; writes labels, captions and short sentences and begins to write independently for different purposes.

KEY KNOWLEDGE

NURSERY	RECEPTION
• Print carries meaning and can have different purposes. • English text is read from left to right and top to bottom. • Books have parts and pages are sequenced. • Words contain sounds that can rhyme, be clapped into syllables and share initial sounds. • Writing and marks can communicate meaning.	• Letters and letter groups represent sounds. • Sounds can be blended to read words and identified to support spelling. • Sentences communicate meaning and use conventions such as a capital letter and full stop. • Re-reading supports meaning, fluency and checking. • Stories can be retold, rewritten and adapted for different purposes.

KEY VOCABULARY – EXAMPLES FROM OUR CURRICULUM

NURSERY	RECEPTION
page, book, rhyme, syllable, sound, character, beginning, middle, end, retell	letter, sound, blend, sentence, capital letter, full stop, recount, retell, rewrite, label, caption, character description, setting, author, illustrator

WHAT THIS LOOKS LIKE IN PRACTICE

Nursery: sequences images and orally retells a familiar story, using marks to represent meaning.
 Reception: orally rehearses, writes and re-reads a short sentence using taught phonics.



EYFS CURRICULUM

Winsford High Street Primary School

Mathematics

EYFS CURRICULUM EXPECTATION

Children develop secure understanding of quantity, number relationships, composition, pattern, shape, space and measure through practical experience, talk and problem-solving.

OUR CURRICULUM IN ACTION

NURSERY	RECEPTION
• Subitises up to 3; recites numbers past 5. • Links numerals and amounts up to 5; compares quantities; uses finger numbers. • Counts one number per item and develops cardinality. • Solves real-world mathematical problems with numbers up to 5. • Explores positional language, number songs and rhymes, size, length, weight, capacity, 2D/3D shape, pattern and routes.	• Mastering Number and Maths — No Problem! support the teaching of number and mathematical understanding. • Counts objects, actions and sounds; subitises; links numerals to cardinal values; counts beyond 10; compares numbers; explores one more/one less and composition to 10. • Planned content includes matching, sorting, comparing/ordering, AB patterns, time, 2D/3D shape, positional language, addition, length/height, capacity, counting on, counting forwards/backwards, doubling, halves/sharing, odds/evens, mass, volume/capacity, money, data and word problems. • Mathematical language and explanation are developed alongside practical and symbolic understanding.

PROGRESSION: NURSERY → RECEPTION

NURSERY	RECEPTION
Develops counting, cardinality, subitising and comparison; solves practical problems involving numbers to 5 and explores shape, space, measure and pattern.	Explores composition to 10, counting beyond 10, one more/one less, addition, doubling, halving, pattern, shape and measures; increasingly explains mathematical thinking.

KEY KNOWLEDGE

NURSERY	RECEPTION
• Number tells us how many are in a set. • The last number counted tells how many there are in total. • Quantities can be compared using more than/fewer than. • Shapes have features and can be selected for purposes. • Objects can be compared by size, length, weight and capacity. • Position and routes can be described with words.	• Numerals represent cardinal values. • Numbers can be composed in different ways. • Consecutive numbers have one more/one less relationships. • Quantities can be combined, compared, doubled, halved and shared. • Measures, shapes, patterns and position can be described and compared. • Mathematical thinking can be explained using increasingly precise language.

KEY VOCABULARY – EXAMPLES FROM OUR CURRICULUM

NURSERY	RECEPTION
more than, fewer than, same, count, number, total, under, above, behind, in front, size, length, weight, capacity, pattern, shape	compare, order, composition, one more, one less, add, double, half, share, odd, even, mass, volume, capacity, money, data, problem, subitise,

WHAT THIS LOOKS LIKE IN PRACTICE

Nursery: counts a small set and explains that the last number tells how many.

Reception: explains how a number is composed or how a quantity changes when one more is added.



EYFS CURRICULUM

Winsford High Street Primary School

Understanding the World

EYFS CURRICULUM EXPECTATION

Children develop knowledge of family and community, past and present, places, beliefs and cultures, the natural world, environments, seasons, materials and change through first-hand exploration and discussion.

OUR CURRICULUM IN ACTION

NURSERY	RECEPTION
• Family/home, occupations, oral health, Autumn, Harvest, Christmas and seasonal change. • Children explore their community, families, different places and countries, and simple maps/positional language. • Natural-world experiences include spring, minibeasts, caterpillar/butterfly life cycles, sunflowers, planting/growing, conservation, floating/sinking, natural materials and forces. • Children notice similarities/differences and explore how things work.	• Family/home, oral health, Winsford and the salt mines, Autumn, Harvest and key world/national events. • Remembrance, Diwali, India, Bonfire Night and Christmas; London, landmarks and cities around the world. • Winter, history of transport and its impact, simple maps, Spring/Easter, chicks and life cycles, planting/growing, food origins, occupations and a significant superhero from the past. • Conservation, plastic pollution, sea creatures around the world and World of Work. • Children talk about family/community, compare past and present, draw information from simple maps, recognise beliefs/celebrations and compare environments/countries.

PROGRESSION: NURSERY → RECEPTION

NURSERY	RECEPTION
Explores family, community, nature and the wider world; notices similarities and differences and explores materials, life cycles, seasons and simple maps.	Develops knowledge of the local community and wider world; explores past and present, cultures, environments, life cycles, conservation, transport and significant people/events.

KEY KNOWLEDGE

NURSERY	RECEPTION
• Families and communities can be different. • People have different occupations and roles. • Living things grow and change; plants can grow from seeds. • Plants and animals have life cycles. • The natural world changes with the seasons. • Objects and materials behave in different ways, including floating/sinking and movement caused by forces. • Simple maps and positional language can represent places and routes.	• Places, communities, beliefs and celebrations can be similar and different. • The past can be explored through images, stories, people, places and changes such as transport. • Maps represent places and can provide information. • Living things grow and change through life cycles; plants can be planted, observed and cared for. • Different environments support different living things. • Human actions, including plastic pollution, can affect the environment; conservation is about caring for the natural world.

KEY VOCABULARY – EXAMPLES FROM OUR CURRICULUM

NURSERY	RECEPTION
family, home, community, job, spring, daffodil, Easter, Christian, minibeast, cocoon, emerge, sunflower, seed, stem, roots, petals, conservation, float, sink, ocean, island, country, extinct,	family, community, past, present, map, landmark, city, transport, life cycle, incubate, grow, environment, conservation, pollution, ocean, planet, occupation, land, earth

WHAT THIS LOOKS LIKE IN PRACTICE

Nursery: observes a seed growing and talks about changes using seed/stem/roots/flower.

Reception: explains that roots help to anchor a plant and take in water and nutrients from the soil.

Children learn to:

observe → notice → ask questions → investigate → compare → describe change → make predictions → talk about what happened → use evidence from photographs/objects/maps → explain what they notice.



EYFS CURRICULUM

Winsford High Street Primary School

Expressive Arts & Design

EYFS CURRICULUM EXPECTATION

Children explore materials, techniques, music, movement, performance and imaginative play, then increasingly refine, collaborate, represent ideas and explain creative choices.

OUR CURRICULUM IN ACTION

NURSERY	RECEPTION
• Children explore colour, texture, form, sound, movement, construction, role play and storytelling through continuous provision and planned experiences. • Creative work links to stories, seasons, celebrations, minibests, growing and imaginative themes. • Children learn a range of songs and rhymes. Children perform songs for others.	• Planned experiences include self-portraits; Henri Matisse collage; Kandinsky colour mixing/circles; Tony Plant sand art linked to Rangoli; clay diva lamps; Paul Klee shape art/city scenes/transport; junk-model transport; Emily Stackhouse observational drawing of plants; Clementine Hunter; Aboriginal art linked to sea creatures and waves; and music. • Children sing, listen and respond to music, explore/refine artistic effects, return to previous learning, create collaboratively, use materials/tools safely, share creations and develop storylines in pretend play. Children perform for others.

PROGRESSION: NURSERY → RECEPTION

NURSERY	RECEPTION
Explores materials, colour, sound, music, movement and imaginative play; creates and represents ideas through art, music, construction and storytelling. Explores sound, voice, instruments and movement; joins familiar songs and rhymes; listens and responds to music; begins to feel a steady pulse, copy simple patterns and explore high/low, fast/slow and loud/quiet.	Develops artistic techniques and creative expression; refines ideas, creates collaboratively, performs, responds to music and develops increasingly complex narratives. Sings with increasing confidence and accuracy; listens and responds using developing musical vocabulary; increasingly maintains a pulse, copies and creates rhythmic patterns, explores pitch and melody, selects instruments purposefully and creates, refines and performs simple musical ideas.

KEY KNOWLEDGE

NURSERY	RECEPTION
• Different materials, colours, sounds and movements can be explored, combined and used to represent ideas. • Art, music, movement and pretend play can represent ideas and experiences. • Tools and materials can be used in different ways to create effects. • Sounds can be made and changed using voices, bodies, objects and instruments. • Music can have a steady beat and simple patterns. Sounds can differ in pitch, speed and volume.	• Different artists and techniques can inspire creative work. • Colour, shape, texture, form and materials can be selected to create particular effects. • Ideas can be revisited, refined and developed. • Music has features including pulse, rhythm, pitch, tempo, dynamics and timbre. • Musical ideas can be copied, created, combined, remembered, performed and refined using voices, movement and instruments.

KEY VOCABULARY – EXAMPLES FROM OUR CURRICULUM

NURSERY	RECEPTION
colour, texture, shape, sound, music, movement, build, make, draw, paint Music: sound, voice, instrument, beat/pulse, rhythm, pattern, high, low, fast, slow, loud, quiet	collage, colour mixing, circle, pattern, clay, shape, landscape, observational drawing, artist, music, melody, pitch, texture, form, refine, collaborate Music: pulse, rhythm, pitch, melody, tempo, perform, refine

WHAT THIS LOOKS LIKE IN PRACTICE

Nursery: explores materials and explains what they have made.

Reception: selects and combines techniques, revisits an idea and explains choices or the process used.



EYFS CURRICULUM

Winsford High Street Primary School

How Do We Know Our Curriculum Is Working?

We judge the impact of our curriculum through children's increasing ability to recall, explain, use and apply knowledge independently. Adults continually check what children know and remember through conversation, play and application, looking for increasingly sophisticated language, stronger connections between learning experiences and greater independence over time. Where important knowledge is not yet secure, it is revisited through provision, stories, purposeful teaching and subsequent curriculum experiences.

Children....	What does this look like?
KNOW	Children recall important knowledge and recognise it in familiar contexts.
UNDERSTAND	Children explain ideas in their own words and demonstrate understanding through talk, play, action and response.
USE	Children use taught vocabulary, knowledge and skills in meaningful curriculum experiences.
APPLY	Children transfer learning to new stories, play, problems, experiences and contexts.
INDEPENDENCE	Children increasingly draw on what they know without adult prompting.

Adults gather assessment evidence through ongoing observation, sustained shared conversations, Plan, Do, Review in Nursery, interactions during provision, focused teaching sessions and children's independent application of learning. Through review conversations, adults can notice what children recall, the vocabulary they use, the connections they make and how increasingly independently they can explain their thinking and experiences. Staff use this information to identify what knowledge is secure, what requires further reinforcement and where adaptation or intervention may be needed. Regular professional discussion and moderation help ensure that judgements about children's progress are accurate and consistent.



EYFS CURRICULUM

Winsford High Street Primary School

NURSERY CURRICULUM JOURNEY

Building Foundations: experience → knowledge → vocabulary → application

This document shows how our EYFS curriculum is sequenced and experienced across the Nursery year. For full curriculum content, progression and key knowledge, see the EYFS

Curriculum Overview.

All About Me and My Family

Experiences & texts Nursery rhymes; The Enormous Watermelon; family/home; healthy eating; Oral health; Autumn and Harvest; settling into routines; Makaton and Phase 1 phonics.

Key knowledge I belong to a family/community. People have feelings. Autumn brings changes. Number tells how many and small quantities can be compared.

Vocabulary family, home, belonging, happy, sad, worried, enormous, gigantic, more, fewer, Autumn, Harvest

Children will increasingly... listen to longer stories; talk about family and feelings; select resources; begin counting, subitising and comparing; develop gross and fine-motor confidence; join familiar songs and rhymes, explore sounds with voices, bodies and instruments, and respond to contrasting music.

Autumn
1

Autumn
2

Let's Celebrate

Experiences & texts Diwali and Bonfire Night non-fiction; The Gingerbread Man; The Christmas Story; celebrations; seasonal change; role play and story sequencing;

Key knowledge People celebrate in different ways. Stories have characters and events. Print carries meaning. Shapes, patterns and quantities can be noticed and described.

Vocabulary Diwali, celebration, Christian, Christmas, character, beginning, middle, end, frightened, terrified, pattern, shape

Children will increasingly... join repeated phrases; sequence and retell familiar events; notice rhyme and initial sounds; use marks with meaning; follow routines and cooperate with others; feel and mark a steady beat, explore loud and quiet sounds, and choose sounds to accompany songs and stories.

Real-Life Superheroes

Experiences & texts Year A: Topsy and Tim - Ambulance Crew; Dentist; Supermarket. Year B: Topsy and Tim - Doctors and Nurses; Firefighter; Police. People who help us, occupations, community, spring and Easter.

Key knowledge People have different jobs and roles in our community. People help us in different ways. Places and routes can be represented simply. The natural world changes in spring. Easter is a Christian celebration.

Vocabulary community, help, job, doctor, nurse, firefighter, police, paramedic, map, route, spring, change, Easter, Christian

Children will increasingly... talk about familiar occupations; ask and answer questions; use new vocabulary in play; notice and describe signs of spring; talk about their community; use simple positional and route language; explore high and low sounds, copy short sung phrases and respond to musical change through movement.

Spring
2

Spring
1

Once Upon a Time

Experiences & texts Year A: The Three Billy Goats Gruff; Goldilocks and the Three Bears. Year B: The Elves and the Shoemaker; Cinderella; We're Going on a Bear Hunt. Story sequencing, retelling, role play and winter.

Key knowledge Traditional tales have characters, settings and a sequence of events. Stories can be retold in order. Characters may behave and feel differently. Winter brings seasonal change.

Vocabulary winter, traditional tale, character, setting, beginning, middle, end, first, next, last, troll, enormous, tiny

Children will increasingly... join repeated phrases; sequence and retell familiar stories; talk about characters and events; use story language in play; develop increasingly controlled mark-making; copy simple clapped or spoken patterns, explore fast and slow, and use sound to support storytelling.

Down at the Bottom of the Garden

Experiences & texts Caring for Living things; life cycles. Year A: ladybirds; The Little Ladybird; Jack and the Beanstalk; growing beans. Year B: caterpillars; The Very Hungry Caterpillar; sunflowers; seed bombs. Minibeasts, planting, grow and caring for living things.

Key knowledge Living things grow and change. Caterpillars change into butterflies. Plants grow from seeds and have roots, stems and petals. Living things need care.

Vocabulary minibeast, caterpillar, cocoon, butterfly, life cycle, seed, sunflower, roots, stem, petals, grow, change, ladybird, larvae

Children will increasingly... observe and describe change; sequence a simple life cycle; plant and care for seeds; use new vocabulary; compare living things; ask questions and make predictions; play instruments with increasing control.

Summer
1

Year A: Stomp, Roar and Explore! / Year B: Ship Ahoy!

Experiences & texts Year A: Gigantosaurus; Tyrannosaurus Drip; dinosaurs and long ago. Year B: Pirates Love Underpants; Pirates Are Coming!; floating/sinking, materials, oceans/islands, maps/routes and pirate play.

Key knowledge Year A: some things happened in the past and things change over time. Year B: materials behave differently; some objects float/sink; pushes and pulls make things move; maps can represent journeys.

Vocabulary Year A: dinosaur, long ago, past, enormous, tiny, fossil. Year B: pirate, ship, float, sink, push, pull, ocean, island, map, route

Children will increasingly... use the different Year A/B texts and experiences to talk, compare, explain, imagine and apply learning independently; reflect on Nursery and prepare for Reception with growing confidence.

Summer
2



EYFS CURRICULUM

Winsford High Street Primary School

RECEPTION CURRICULUM JOURNEY

Deepening Understanding: introduce → revisit → deepen → apply

This document shows how our EYFS curriculum is sequenced and experienced across the Reception year. For full curriculum content, progression and key knowledge, see the EYFS Curriculum

Overview.

All About Me and Where I Belong

Experiences & texts The Three Little Pigs; family/home; oral health; Winsford and the salt mines; Autumn and Harvest; self-portraits; Matisse/Kandinsky; early phonics taught systematically through RWI, counting, sorting and comparing.

Key knowledge Families and communities have features and roles. Our local area has distinctive places and history. Numbers represent quantities; objects can be matched, sorted and compared.

Vocabulary family, community, Winsford, salt, mine, construct, demolish, compare, sort, pattern, Autumn, Harvest, past, present

Children will increasingly... listen, talk and retell orally; use increasingly precise vocabulary; label and write simple responses; read single-letter Set 1 sounds with increasing speed and confidence; count, subitise and compare; build relationships, follow routines and manage their own needs with growing independence; develop pencil control and movement; express ideas through art, song and imaginative play.

Autumn
1

Autumn
2

Let's Celebrate

Experiences & texts Little Red Hen; Diwali India and Bonfire texts; Remembrance; Stickman/The Christmas Story; Rangoli and clay diva lamps; phonics and composition to 5.

Key knowledge People have different beliefs, traditions and celebrations. Events can be remembered. Stories can be sequenced and retold. Numbers to 5 have different compositions.

Vocabulary Diwali, Remembrance, celebration, tradition, lonely, weary, astonished, composition, shape
Children will increasingly... discuss and retell texts and use vocabulary from stories; write labels and captions; compare celebrations and explain similarities and differences; read all Set 1 sounds and begin to blend sounds into words orally; explore number composition, shape and pattern; recognise and manage emotions, cooperate and take turns; create with a range of materials and rehearse and perform songs and music together.

Our Living World

Experiences & texts Jasper's Beanstalk; Hattie Peck; Spring/Easter; chicks and life cycles; planting and growing; Emily Stackhouse observational plant drawing; counting on/back and number relationships.

Key knowledge Plants grow and change and have identifiable parts. Living things grow and change through life cycles. Spring brings seasonal change. Numbers have relationships that can be explored by counting on and back. Easter is a Christian celebration.

Vocabulary: Easter, Christian, seed, roots, stem, petals, incubate, hatch, chick, life cycle, grow, develop

Children will increasingly... ask and answer questions; observe and draw plants; explain changes; use vocabulary in Drawing Club and writing; apply their phonic knowledge to read Red Storybooks with increasing accuracy; count on and back and solve practical problems; care for living things and take increasing responsibility; express ideas through drawing, movement and music.

Spring
2

Spring
1

Are we nearly there yet?

Experiences & texts Naughty Bus; Emma Jane's Aeroplane; London/landmarks/cities; winter; history of transport and its impact; simple maps; Paul Klee city/transport art; addition, pattern and measures.

Key knowledge Transport has different purposes and has changed over time. Maps represent places and journeys. Cities have landmarks. Quantities can be combined and measures compared.

Vocabulary transport, vehicle, journey, landmark, city, map, route, past, present, steam, electric, add, length, height, capacity

Children will increasingly... compare past and present; use maps and journey language; explain transport choices; write recounts and captions; blend sounds to read words and begin to read short Ditty stories; combine quantities; develop balance, coordination and pencil control; collaborate, persist and solve problems; represent thoughts and feelings through art, construction, movement and music.

Summer
2

Summer
1

To the Rescue!

Experiences & texts Supertato; occupations; emergency services non-fiction; a significant superhero from the past; doubling/halving/sharing; helping others, keeping safe, recognising our own strengths and working as a team.

Key knowledge People have different occupations and roles in our community, and some people are remembered for significant achievements. Stories have characters, settings and events that can be discussed and represented in writing. Numbers can be doubled and quantities can be shared into equal groups; We all have strengths and can help and work with others.

Vocabulary occupation, emergency, past, significant, double, half, share, odd, even, achievement, strength, co-operating, persevere

Children will increasingly... discuss different jobs and explain how people help us; ask and answer questions and use topic vocabulary; write increasingly independent sentences; read Green Storybooks and begin to recognise and apply some Set 2 sounds; double, halve and share quantities; cooperate, negotiate roles and persevere in play and learning; use ball skills and equipment safely; develop imaginative role play and create collaboratively.

Under the Sea

Experiences & texts Rainbow Fish; Commotion in the Ocean; Somebody Swallowed Stanley; sea creatures around the world; plastic pollution/conservation; Aboriginal art/waves; World of Work; money/data/word problems; friendship, sharing and belonging; caring for our world; reflecting on our Reception year and preparing for transition to Year 1

Key knowledge Different environments support different living things. Oceans contain diverse life. Plastic pollution can harm environments and conservation involves caring for the natural world. Change is part of growing and we can use familiar strategies and relationships to help us manage new experiences. Money has value and information can be collected and represented.

Vocabulary ocean, environment, pollution, plastic, conservation, sea creature, world, money, data, problem

Children will increasingly... explain and compare using precise vocabulary; transfer ideas into talk, Drawing Club and increasingly independent writing; read Green or Purple Storybooks with increasing accuracy, fluency and understanding; solve practical mathematical problems; collaborate, negotiate and persevere; reflect on their achievements and approach transition with increasing confidence and independence.



EYFS CURRICULUM

Winsford High Street Primary School

Knowledge for Teaching and Planning

The following statements break our key curriculum knowledge into smaller, teachable components to support planning. They show how important concepts are introduced in Nursery and revisited and deepened in Reception. They are intended to guide teaching and curriculum sequencing rather than act as an assessment checklist. These feed into teacher's medium and short term plans.

Growing and plants

NURSERY	RECEPTION
- Plants grow and change over time. - Plants begin from seeds. - Plants need water and light to grow. - Plants have different parts, including roots, stems, leaves, petals and flowers. - We can care for plants and observe changes as they grow.	- Plants change as they grow. - Different parts of a plant have different roles. - Plants need suitable conditions to grow. - Seeds develop into plants. - Plants are part of the natural world and can be cared for and protected.

Animals and life cycles

NURSERY	RECEPTION
- Animals are living things. - Animals grow and change. - Some animals begin life in eggs. - Animals have babies. - Different animals have different characteristics.	- Living things grow and change through stages. - Different animals have different life cycles. - A caterpillar changes into a butterfly. - Chicks develop from eggs. - Animals need food, water and suitable environments to survive. - Humans and other animals are living things.

People, places and communities

NURSERY	RECEPTION
- Families can be different. - People have different roles and jobs. - People live in different places. - Places can look different from one another. - We belong to families and communities.	- People live in different communities and environments. - Different places have different characteristics. - People have different cultures, traditions and ways of life. - The local community has particular features and places. - We can learn about other people's lives through stories, experiences and discussion.

Maps and journeys

NURSERY	RECEPTION
- Maps represent places. - Simple symbols and marks can represent things. - We can describe where something is using positional language. - We can follow a simple route.	- Maps represent real places and environments. - Maps can show routes and important features. - Places can be represented using symbols. - We can describe journeys using positional and directional language. - Different places have different physical and human features.

Transport

NURSERY	RECEPTION
- Vehicles can be used to move people and things. - Different vehicles travel in different ways and places. - Vehicles can travel on land or water. - Journeys have a starting point and a destination. - We can talk about journeys and simple routes using positional language.	- Transport is used to move people and goods. - There are different types of transport for different purposes. - Some transport travels on land, some on water and some in the air. - Transport has changed over time. - Some vehicles use different sources of power. - People can make choices about how they travel.



EYFS CURRICULUM

Winsford High Street Primary School

Oceans, pollution and conservation

NURSERY	RECEPTION
• Oceans and seas are large areas of water. • Islands are areas of land surrounded by water. • Many different living things can be found in and around water. • Some objects float and some sink. • We can care for the natural world and living things.	• Oceans are large bodies of salt water. • Many different animals and plants live in oceans. • Plastic and other pollution can harm living things. • We can make choices that help protect the environment. • People have a responsibility to care for the natural world.

Materials and their properties

NURSERY	RECEPTION
• Objects are made from different materials. • Materials can look and feel different. • Materials can be hard, soft, smooth, rough, wet or dry. • Some objects float and some sink. • Materials can change when we manipulate them.	• Different materials have different properties. • Materials can be selected for particular purposes. • Some materials are more suitable than others for particular jobs. • Materials can be changed by actions such as bending, stretching, squashing or joining.

Seasons and weather

NURSERY	RECEPTION
• Weather changes. • Seasons change throughout the year. • Some things in the natural world change with the seasons. • We can observe and describe changes in weather.	• There are four seasons. • Seasons have characteristic changes in weather and the natural environment. • Daylight and temperature change across the year. • Plants, animals and people can be affected by seasonal change.

Past and present

NURSERY	RECEPTION
• Some objects, stories and experiences happened in the past. • Things can change over time. • We can talk about things that happened before and things happening now. • Photographs, objects and stories can help us find out about the past.	• The world and the things people use have changed over time. • Some things were different in the past and some things have stayed the same. • We can find out about the past through photographs, objects, stories and people's memories. • People in the past lived and worked in different ways.