



Year N Continuous Provision Curriculum Overview

Areas of Learning in our Continuous Provision

Within our curriculum, we are continually working towards the Develop Matters objectives. The St. Mary's objectives outlined here are the additional objectives we would like children to achieve through our Continuous Provision and Direct Teaching across the year. Objectives with an *italicised* National Curriculum subject next to them are taken from our Whole School curriculum overview to prepare the children for successful KS1 learning. Objectives without an *italicised* subject are objectives specifically for our Early Years children.

Area of learning	Where might you see this? What might you see? <i>Note: This is not exhaustive and you will see the Areas of Learning across many parts of our provision.</i>	St. Mary's Objectives
CL	<p>As a Prime Area of Learning, Communication and Language underpins everything that we do in Nursery. You may see CL particularly in the following areas:</p> <p>Role play / small world – use longer sentences of 4-6 words, start a conversation, use talk to organise themselves and their play, sing songs and rhymes, Carpet times – engage in story times, learn rhymes poems and songs, learn new vocabulary, be able to express their point of view Show & Tell – develop social phrases, listen carefully, ask questions to find out more Morris and Millie the Moles weekend – verbally recount their weekend, ask questions to find out more</p>	<ul style="list-style-type: none"> • Use simple sentences to say what they want to do/make (<i>DT</i>) • Say how they would improve what they have made. (<i>DT</i>) • Talk about time: yesterday, today, tomorrow, day, month, year (<i>Maths, History</i>) • Relative vocabulary: bigger, smaller, taller, shorter, like, dislike (<i>Geography</i>) • Directional vocabulary: forwards, backwards, turn (<i>Geography</i>) • Name different forms of technology: phone, laptop, tablet, mobile (<i>Computing</i>) • To talk about things that have happened in the recent past (<i>History</i>) • Express views on some features of the EYFS environment and explain what they do and do not like (<i>Geography</i>) • To understand the words “online” and “information” (<i>Computing</i>) • Track and respond appropriately to small group and whole class discussions with support • Use topic appropriate vocabulary in their play with support
PSED	<p>As a Prime Area of Learning, Personal, Social and Emotional development underpins everything that we do in Reception. You may see PSED particularly in the following areas:</p> <p>Snack table – increasingly independent feeding and self-selection, making healthy choices Role play – play with one of more child, extending and collaborating ideas, understand how others might be feeling conversations between peers, relationship building, role play (which could include exploring family dynamics, caring for others etc), expressing their feelings Zones of Regulation – talk about their feelings, understand how others might feel, seeing themselves as a valuable individual</p>	<ul style="list-style-type: none"> • Choose the resources they need for their chosen activities and say when they do or don't need help (<i>Science</i>) • Use knives, forks and spoons with support at lunchtime (<i>DT</i>) • To know that we need to eat food and drink water to be healthy (<i>PSHE</i>) • To become more independent in self-care (<i>PSHE</i>) • To know the school rules and try my best to follow them (<i>PSHE</i>) • To know my friends like different things to me (<i>PSHE</i>) • To know families can be different (<i>PSHE</i>) • To know how to keep myself safe at school and how to look after my classroom (<i>PSHE</i>) • Begin to co-regulate my emotions (<i>PSHE</i>) • Through play, I can begin to share, take turns and compromise (<i>PSHE</i>) • Say what I am proud of (<i>PSHE</i>) • To know what being safe means and understand what rules are (<i>Computing</i>) • To know the people can be unkind and understand different ways they can be unkind (<i>Computing</i>)