Oxford
International
Curriculum

# Early Years

## Curriculum Overview

OXFORD

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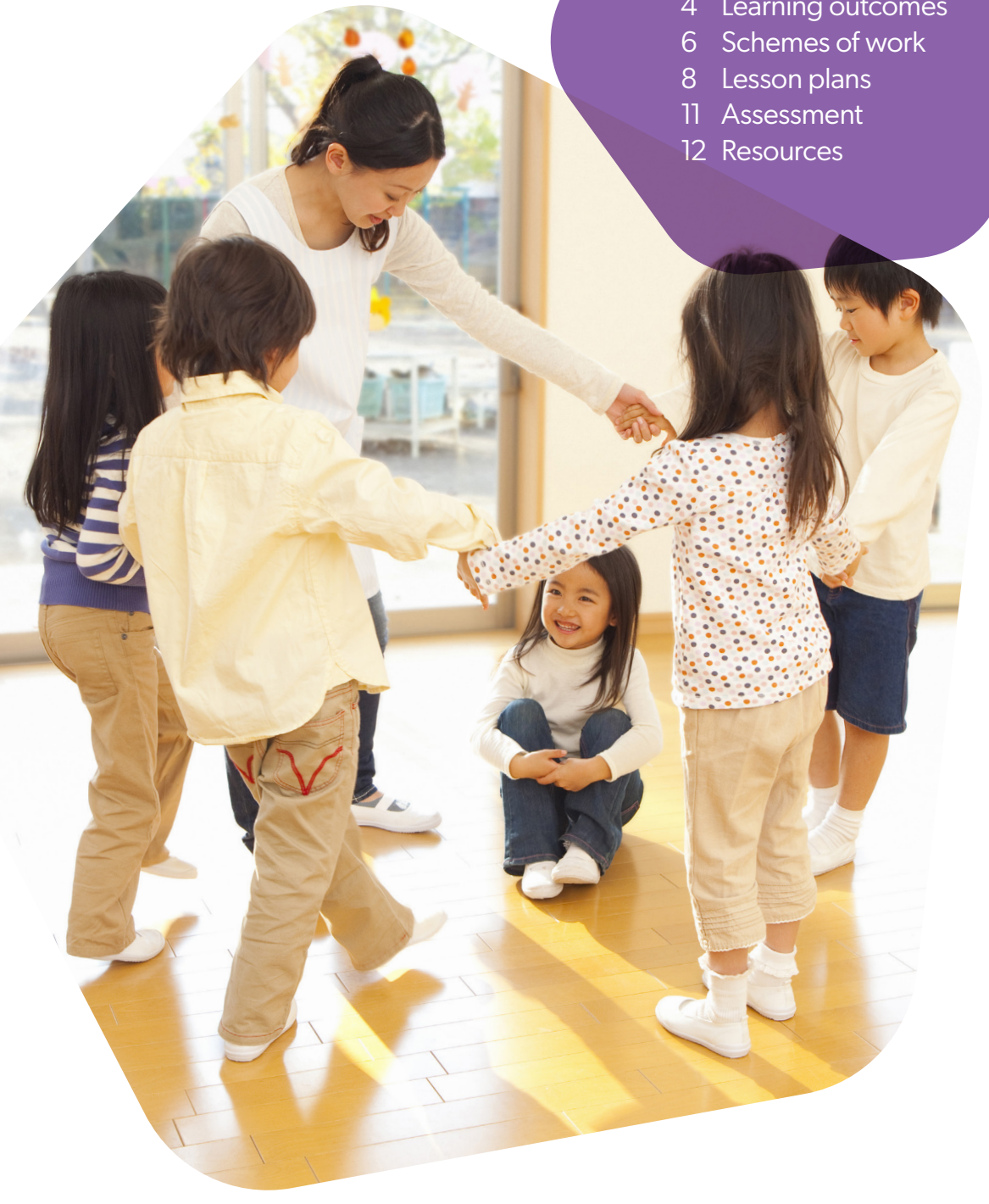


# I see a learning journey that builds firm foundations for the road ahead

The Oxford International Curriculum for Early Years is designed to nurture young children's curiosity and love of learning, while helping them develop the good social skills, independence and resilience they will need for future academic, personal and career success.

By offering a new approach to teaching and learning, with wellbeing, global skills and sustainability at its heart, the Oxford International Curriculum for Early Years helps prepare children for a seamless transition into the Oxford International Curriculum for Primary at the end of the Foundation Stage.

The curriculum focuses on seven distinct areas of learning, starting with three prime areas that act as essential building blocks:

- Communication and language development
- Physical development
- Personal, social and emotional development

As well as four other areas that underpin the foundation stage:

- Literacy
- Maths
- Understanding the world
- Expressive arts and design

**What does the Oxford International Curriculum for Early Years offer you?**

- Training and support to provide an environment that inspires an eagerness to explore and a zest for learning.
- A balance of adult-led and child-initiated activities, which support children's self-regulation and independence.
- A carefully planned and designed curriculum that supports you to ensure that every opportunity for play is maximized in the classroom and outdoors.
- A unique balance of subject-specific lessons and cross-curricular activities which meet the needs of young learners and gradually build to support transition.

See all the schools who are currently part of our growing Oxford International Curriculum community:
www.oxfordprimary.com/OIC-schools

# Our approach

## Six characteristics of effective learning

The Oxford International Curriculum for Early Years uses the characteristics of effective learning as a vehicle for children's learning. These are:

- Playing and exploring
- Engagement
- Active learning
- Motivation
- Creating and thinking critically
- Thinking

The curriculum aims to provide rich, meaningful experiences which connect with children's interests and build their knowledge. Children are encouraged to form their own ideas by learning from observations, enquiry, exploration and first-hand experiences.

**Weekly lesson plans incorporate all seven areas of learning in the Foundation Stage and provide opportunities to learn indoors and out.**

**The spiral development model means that learning themes are revisited each year to consolidate and embed skills, and to give coherence and structure to the learning journey.**

# Four overarching principles

The Oxford International Curriculum for Early Years focuses on four overarching principles which underpin the Foundation Stage.

**The unique child**

Helps you identify each child's strengths and areas for development, and build upon these early experiences to develop their knowledge and understanding.

**Children learn and develop in different ways at different rates**

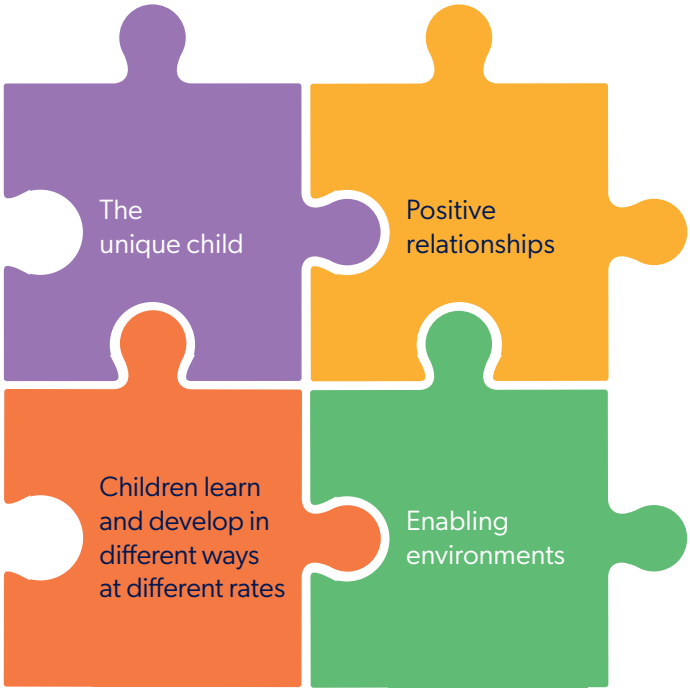
Allows flexibility and supports you to recognize skills and challenges, providing ideas to help you adapt your teaching to meet the needs of every child.

**Positive relationships**

Places a strong emphasis on relationships and wellbeing, linking to the wider Oxford International Curriculum for Wellbeing.

**Enabling environments**

Provides a range of suggestions for resources and organization to support learning, underpinned by training, as well as suggestions in weekly lesson and overall plans.




**Teaching and Learning for 2-3 Year olds**

An increasing number of very young children are now in pre-school provision. In an addition to, and in preparation for, Foundation Stage 1, we offer support for teaching this unique age group.

The curriculum for 2–3-year-olds focuses on the areas that will make the most significant difference to our youngest children by providing a wealth of activities that are play-based, joyful, and accessible, while offering rich opportunities to develop children's learning.

**A single moment of sustained play can afford numerous learning opportunities.**

# Learning outcomes

The Oxford International Curriculum for Early Years offers end-to-end teaching and learning support with year-on-year progression of learning outcomes throughout the Foundation Stage.

This chart shows examples from the Communication and Language Development and Physical Development strands of the Oxford International Curriculum for Early Years. For access to the full curriculum, please contact your Local Education Consultant.

**Based on research-informed practice and shaped by the current English Early Years Foundation Stage (EYFS) curriculum.**

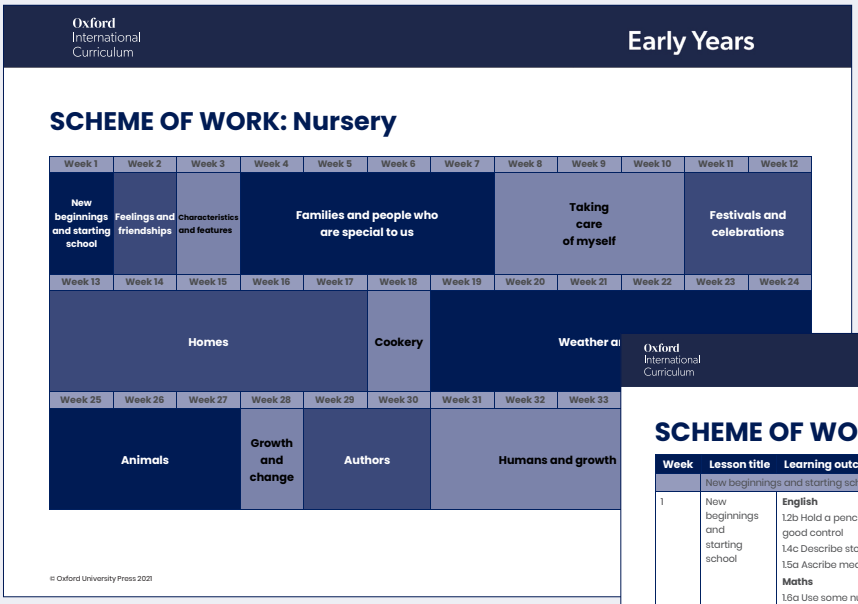
| Strand | Developmental milestones<br>Suggested age range<br>2–3yr-olds | Foundation Stage 1 (Nursery)<br>Suggested age range<br>3–4yr olds | Foundation Stage 2 (Reception)<br>Suggested age range<br>4–5yr olds |
|---|---|---|---|
| | Children can: | Children can: | Children can: |
| **Communication and language development** | | | |
| **Listening, attention and understanding** | **0.1a:** Listen with interest to adults<br>**0.1b:** Shift focus to a different task if attention is obtained by using the child's name<br>**0.1c:** Understand what, where, and when in simple words in their home language<br>**0.1d:** Develop an understanding of some key words in English that are relevant to them | **1.1a** Listen to others one-to-one or in small groups, when conversation interests them<br><br>**1.1b** Understand more complex sentences (e.g. 'Put your toys away and then we'll have a snack'). Understand prepositions such as 'under', 'on top', 'behind' and 'in front' by carrying out an action with toys | **2.1a** Listen to and enjoy conversations and stories<br><br>**2.1b** Begin to understand the conventions of conversation and understand the turn-taking element of conversations. Answer simple questions about stories or events which are familiar to them |
| **Speaking** | **0.1e:** Use language, or facial expressions and gestures, to share their feelings and thoughts (this may be in their home language with a developing understanding of English)<br>**0.1f:** Learn new words rapidly when they are of interest to them, and uses them in their own play | **1.1c** Offer names or explanations of things which they understand and develop their vocabulary based on their individual interests | **2.1c** Engage in back-and-forth interactions with adults and peers<br><br>**2.1d** Engage in conversation and storytelling with adults and peers, and use new vocabulary which others introduce into the conversations |
| **Physical development** | | | |
| **Gross motor skills** | **0.2a:** Stand up from sitting, squat down to play with objects on the ground, and rise to their feet without using their hands to help them up | **1.2a** Move confidently, negotiating space in a range of ways – shuffling, rolling, crawling, walking, running, jumping, skipping, sliding, hopping and using climbing equipment | **2.2a** Develop core strength and stability and improved proprioception (knowing where body parts are in relation to the rest of the body) |
| **Fine motor skills** | **0.2b:** Begin to show preference for a dominant hand or foot, and begins to use simple tools with support | **1.2b** Hold a pencil near the point between the first two fingers and thumb, and use it with good control | **2.2b** Manipulate objects (e.g. loose parts, puzzle pieces and small world toys) with increasing dexterity<br><br>**2.2c** Show improved precision when manipulating small objects using a pincer grasp |

**Year 1 learning outcomes from the Oxford International Curriculum for Primary are included to show how the Oxford International Curriculum for Early Years prepares children for seamless transition.**

| **End of Foundation Stage 2 (Reception)**<br>Suggested age range 4–5yr olds | **Year 1** |
|---|---|
| Children can: | Children can: |
| | |
| **3.1a** Listen attentively in a range of situations and respond appropriately, with relevant questions or comments, making comments about what they have heard<br><br>**3.1b** Hold a simple conversation engaged in back-and-forth exchanges with their teacher and peers. Answer 'how', 'why' and/or 'what' questions about stories, experiences or events, giving simple explanations of things | **English 1.1a** Listen and respond appropriately to adults and other pupils<br><br>**English 1.1b** Develop narratives and explanations by linking ideas or events<br><br>**ESL 1.1a** Recognize familiar, everyday words and numbers, and simple questions and statements in very slow, clear speech<br><br>**ESL 1.1b** Recognize pronunciation of most common units of sound and simple word stress patterns<br><br>**ESL 1.1d** Recognize key information, such as numbers and very high-frequency nouns, and very simple subject and object referencing in very simple sentences<br><br>**ESL 1.1e** Use visual clues to aid understanding<br><br>**ESL 1.1f** Use very simple set phrases to express lack of understanding or to ask for repetition<br><br>**ESL 1.1g** Recognize very simple likes and dislikes and very simple instructions, using visual clues (e.g. gestures) to aid understanding |
| **3.1c** Express their ideas and feelings using full short sentences and show awareness of the needs of those listening. Participate in simple, small-group discussions, mostly using past, present and/or future forms accurately and beginning to make use of conjunctions<br><br>**3.1d** Offer explanations of why things might happen using vocabulary which they have learned through stories and texts | **English 1.1c** Participate in discussion, taking turns and listening to what others say<br><br>**English 1.1e** Use past, present and future forms when talking about events<br><br>**English 1.1f** Develop their Tier 1 vocabulary, exploring the meanings and sounds of new words<br><br>**ESL 1.2b** Recall and produce learned grammatical forms and basic vocabulary, combining short chunks of language<br><br>**ESL 1.2c** Produce vowel and consonant sounds, simple consonant clusters, correct word stress and common contractions<br><br>**ESL 1.2e** Ask and answer very simple personal questions<br><br>**Global skills 1.2b** Follow simple instructions, such as a simple recipe or game instructions<br><br>**Global skills 1.3a** Feel able to share their ideas with others and listen to their ideas |
| | |
| **3.2a** Show good control and co-ordination with large movements. Negotiate spaces and obstacles safely. Demonstrate strength, balance and co-ordination when playing | **English 1.5a** Sit correctly at a table, holding a pencil comfortably and correctly<br><br>**Wellbeing 1.1c** Move their bodies in different ways |
| **3.2b** Manipulate tools effectively, including scissors and pencils, and use a comfortable tripod grip<br><br>**3.2c** Begin to show accuracy and care when drawing | **English 1.5b** Begin to form lower-case letters and numbers 0–9 in the correct direction, starting and finishing in the right place<br><br>**ESL 1.4c** Form recognizable letter shapes, copying familiar words and phrases |

# Schemes of work

Schemes of work provide a clear structure for the delivery of the curriculum in each academic year, providing a teaching route to follow.



Oxford International Curriculum

Early Years

## SCHEME OF WORK: Nursery

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| New beginnings and starting school | Feelings and friendships | Characteristics and features | Families and people who are special to us | | | | Taking care of myself | | | Festivals and celebrations | |
| **Week 13** | **Week 14** | **Week 15** | **Week 16** | **Week 17** | **Week 18** | **Week 19** | **Week 20** | **Week 21** | **Week 22** | **Week 23** | **Week 24** |
| Homes | | | | | Cookery | | Weather a | | | | |
| **Week 25** | **Week 26** | **Week 27** | **Week 28** | **Week 29** | **Week 30** | **Week 31** | **Week 32** | **Week 33** | | | |
| Animals | | | Growth and change | Authors | | Humans and growth | | | | | |

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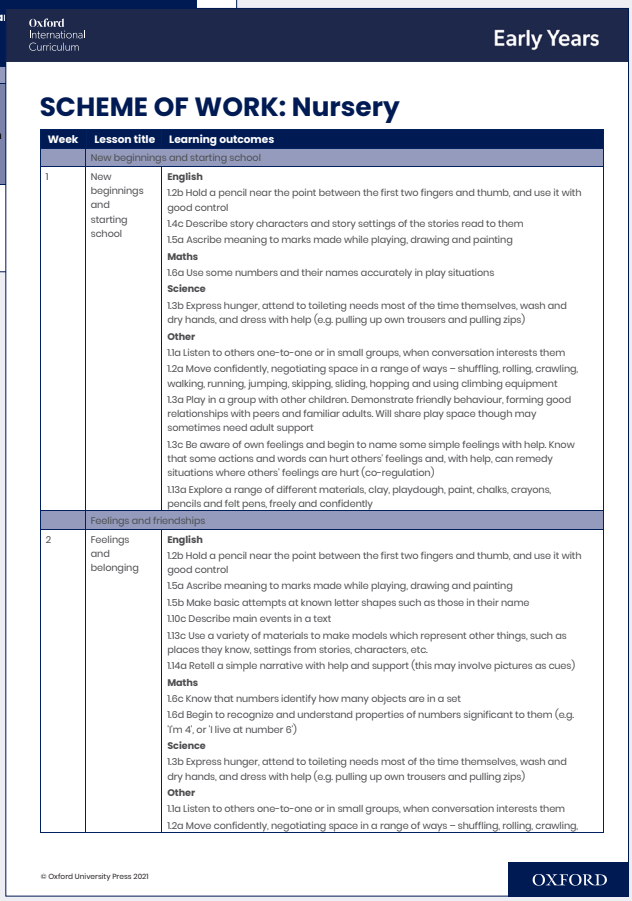

Oxford International Curriculum

Early Years

## SCHEME OF WORK: Nursery

| Week | Lesson title | Learning outcomes |
|---|---|---|
| | New beginnings and starting school | |
| 1 | New beginnings and starting school | **English**<br>1.2b Hold a pencil near the point between the first two fingers and thumb, and use it with good control<br>1.4c Describe story characters and story settings of the stories read to them<br>1.5a Ascribe meaning to marks made while playing, drawing and painting<br>**Maths**<br>1.6a Use some numbers and their names accurately in play situations<br>**Science**<br>1.3b Express hunger, attend to toileting needs most of the time themselves, wash and dry hands, and dress with help (e.g. pulling up own trousers and pulling zips)<br>**Other**<br>1.1a Listen to others one-to-one or in small groups, when conversation interests them<br>1.2a Move confidently, negotiating space in a range of ways – shuffling, rolling, crawling, walking, running, jumping, skipping, sliding, hopping and using climbing equipment<br>1.3a Play in a group with other children. Demonstrate friendly behaviour, forming good relationships with peers and familiar adults. Will share play space though may sometimes need adult support<br>1.3c Be aware of own feelings and begin to name some simple feelings with help. Know that some actions and words can hurt others' feelings and, with help, can remedy situations where others' feelings are hurt (co-regulation)<br>1.13a Explore a range of different materials, clay, playdough, paint, chalks, crayons, pencils and felt pens, freely and confidently |
| | Feelings and friendships | |
| 2 | Feelings and belonging | **English**<br>1.2b Hold a pencil near the point between the first two fingers and thumb, and use it with good control<br>1.5a Ascribe meaning to marks made while playing, drawing and painting<br>1.5b Make basic attempts at known letter shapes such as those in their name<br>1.10c Describe main events in a text<br>1.13c Use a variety of materials to make models which represent other things, such as places they know, settings from stories, characters, etc.<br>1.14a Retell a simple narrative with help and support (this may involve pictures as cues)<br>**Maths**<br>1.6c Know that numbers identify how many objects are in a set<br>1.6d Begin to recognize and understand properties of numbers significant to them (e.g. 'I'm 4', or 'I live at number 6')<br>**Science**<br>1.3b Express hunger, attend to toileting needs most of the time themselves, wash and dry hands, and dress with help (e.g. pulling up own trousers and pulling zips)<br>**Other**<br>1.1a Listen to others one-to-one or in small groups, when conversation interests them<br>1.2a Move confidently, negotiating space in a range of ways – shuffling, rolling, crawling. |

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Sample taken from Scheme of Work: Nursery

**Schemes of work are provided at both overview (week-by-week) and detailed (lesson-by-lesson) level for ease of planning.**

Oxford International Curriculum

Early Years

# SCHEME OF WORK: Reception

| Week | Lesson title | Learning outcomes |
|---|---|---|
| | Taking care of myself | |
| 1 | Ourselves and our bodies | **English**<br>2.2b Manipulate objects (e.g. loose parts, puzzle pieces and small world toys) with increasing dexterity<br>2.2c Show improved precision when manipulating small objects using a pincer grasp<br>2.4c Recount main events in a story in the correct sequence<br>2.5a Write letters which are familiar to them, forming them correctly (as they are taught through the phonics programme)<br>**Maths**<br>2.6b Use number lines, tracks and grids to place numbers in order, naming familiar numerals<br>2.6d Explore number tracks, number lines and different ways of representing numbers, linking the numeral with its cardinal value<br>**Science**<br>2.3b Be guided by adults to maintain good hygiene and toileting with support<br>**Other**<br>2.1a Listen to and enjoy conversations and stories<br>2.1c Engage in back-and-forth interactions with adults and peers<br>2.2a Develop core strength and stability and improved proprioception (knowing where body parts are in relation to the rest of the body)<br>2.2c Show improved precision when manipulating small objects using a pincer grasp |
| | Feelings and friendships | |
| 2 | Understanding feelings | **English**<br>2.2b Manipulate objects (e.g. loose parts, puzzle pieces and small world toys) with increasing dexterity<br>2.2c Show improved precision when manipulating small objects using a pincer grasp<br>2.4c Recount main events in a story in the correct sequence<br>2.5b Spell simple CVC words using known sounds<br>2.14a Develop storylines and narratives in pretend play<br>**Maths**<br>2.6b Use number lines, tracks and grids to place numbers in order, naming familiar numerals<br>2.7a Regularly count sounds, mark steps and objects as part of everyday classroom practice. Count to 20 and beyond with support from adults<br>**Science**<br>2.3b Be guided by adults to maintain good hygiene and toileting with support<br>2.3d Begin to develop a sense of self, setting small, simple goals to develop confidence in their own abilities<br>**Other**<br>2.2a Develop core strength and stability and improved proprioception (knowing |

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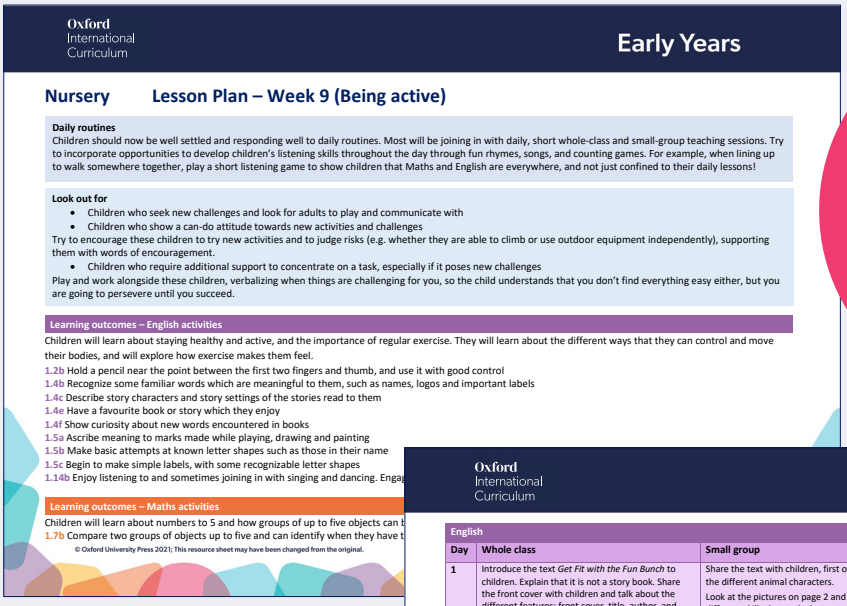
Learning outcomes are mapped on to a week-by-week, lesson-by-lesson teaching plan.

Lesson titles link in to individual lesson plans.

Sample taken from Scheme of Work: Reception

# Lesson plans

Lesson plans are supplied as fully editable Word documents so that you can adapt them to your needs.



Oxford International Curriculum

Early Years

**Nursery Lesson Plan – Week 9 (Being active)**

**Daily routines**
Children should now be well settled and responding well to daily routines. Most will be joining in with daily, short whole-class and small-group teaching sessions. Try to incorporate opportunities to develop children's listening skills throughout the day through fun rhymes, songs, and counting games. For example, when lining up to walk somewhere together, play a short listening game to show children that Maths and English are everywhere, and not just confined to their daily lessons!

**Look out for**
- Children who seek new challenges and look for adults to play and communicate with
- Children who show a can-do attitude towards new activities and challenges

Try to encourage these children to try new activities and to judge risks (e.g. whether they are able to climb or use outdoor equipment independently), supporting them with words of encouragement.
- Children who require additional support to concentrate on a task, especially if it poses new challenges

Play and work alongside these children, verbalizing when things are challenging for you, so the child understands that you don't find everything easy either, but you are going to persevere until you succeed.

**Learning outcomes – English activities**
Children will learn about staying healthy and active, and the importance of regular exercise. They will learn about the different ways that they can control and move their bodies, and will explore how exercise makes them feel.
1.2b Hold a pencil near the point between the first two fingers and thumb, and use it with good control
1.4b Recognize some familiar words which are meaningful to them, such as names, logos and important labels
1.4c Describe story characters and story settings of the stories read to them
1.4e Have a favourite book or story which they enjoy
1.4f Show curiosity about new words encountered in books
1.5a Ascribe meaning to marks made while playing, drawing and painting
1.5b Make basic attempts at known letter shapes such as those in their name
1.5c Begin to make simple labels, with some recognizable letter shapes
1.14b Enjoy listening to and sometimes joining in with singing and dancing. Engag

**Learning outcomes – Maths activities**
Children will learn about numbers to 5 and how groups of up to five objects can b
1.7b Compare two groups of objects up to five and can identify when they have t

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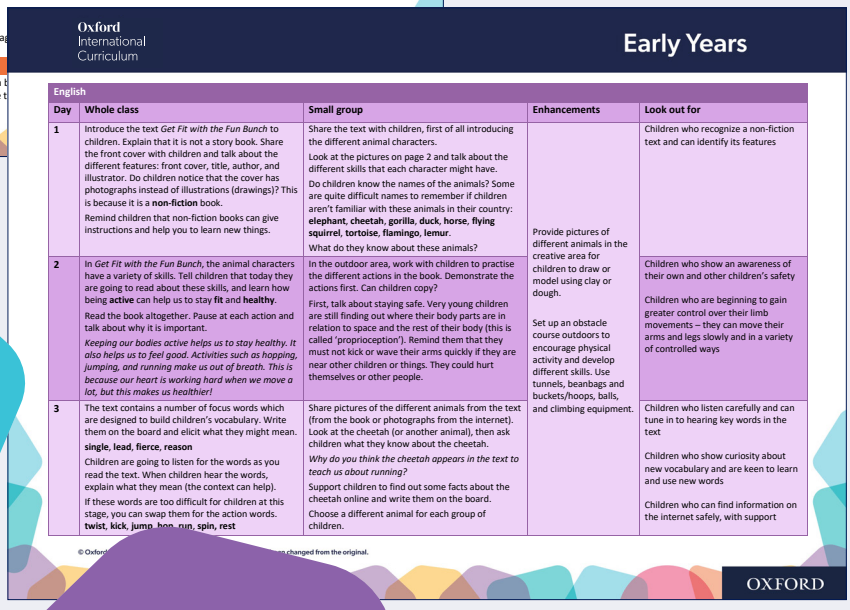
**Small-group and whole-class direct teaching activities are detailed, with prompts to support less-experienced practitioners.**



Oxford International Curriculum

Early Years

**English**

| Day | Whole class | Small group | Enhancements | Look out for |
|---|---|---|---|---|
| 1 | Introduce the text *Get Fit with the Fun Bunch* to children. Explain that it is not a story book. Share the front cover with children and talk about the different features: front cover, title, author, and illustrator. Do children notice that the cover has photographs instead of illustrations (drawings)? This is because it is a **non-fiction** book.<br>Remind children that non-fiction books can give instructions and help you to learn new things. | Share the text with children, first of all introducing the different animal characters.<br>Look at the pictures on page 2 and talk about the different skills that each character might have.<br>Do children know the names of the animals? Some are quite difficult names to remember if children aren't familiar with these animals in their country: **elephant**, **cheetah**, **gorilla**, **duck**, **horse**, **flying squirrel**, **tortoise**, **flamingo**, **lemur**.<br>What do they know about these animals? | Provide pictures of different animals in the creative area for children to draw or model using clay or dough.<br>Set up an obstacle course outdoors to encourage physical activity and develop different skills. Use tunnels, beanbags and buckets/hoops, balls, and climbing equipment. | Children who recognize a non-fiction text and can identify its features |
| 2 | In *Get Fit with the Fun Bunch*, the animal characters have a variety of skills. Tell children that today they are going to read about these skills, and learn how being **active** can help us to stay **fit** and **healthy**.<br>Read the book altogether. Pause at each action and talk about why it is important.<br>*Keeping our bodies active helps us to stay healthy. It also helps us to feel good. Activities such as hopping, jumping, and running make us out of breath. This is because our heart is working hard when we move a lot, but this makes us healthier!* | In the outdoor area, work with children to practise the different actions in the book. Demonstrate the actions first. Can children copy?<br>First, talk about staying safe. Very young children are still finding out where their body parts are in relation to space and the rest of their body (this is called 'proprioception'). Remind them that they must not kick or wave their arms quickly if they are near other children or things. They could hurt themselves or other people. | | Children who show an awareness of their own and other children's safety<br>Children who are beginning to gain greater control over their limb movements – they can move their arms and legs slowly and in a variety of controlled ways |
| 3 | The text contains a number of focus words which are designed to build children's vocabulary. Write them on the board and elicit what they might mean.<br>**single**, **lead**, **fierce**, **reason**<br>Children are going to listen for the words as you read the text. When children hear the words, explain what they mean (the context can help).<br>If these words are too difficult for children at this stage, you can swap them for the action words.<br>**twist**, **kick**, **jump**, **hop**, **run**, **spin**, **rest** | Share pictures of the different animals from the text (from the book or photographs from the internet). Look at the cheetah (or another animal), then ask children what they know about the cheetah.<br>*Why do you think the cheetah appears in the text to teach us about running?*<br>Support children to find out some facts about the cheetah online and write them on the board.<br>Choose a different animal for each group of children. | | Children who listen carefully and can tune in to hearing key words in the text<br>Children who show curiosity about new vocabulary and are keen to learn and use new words<br>Children who can find information on the internet safely, with support |

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**A strong emphasis is placed on speaking and listening skills, with suggested texts to enrich children's language development.**

Sample taken from Nursery Lesson Plan – Week 9

**Built-in exploration and enquiry time captures the joy of learning and innate curiosity which young children naturally bring with them to the curriculum.**

**Activity ideas for 2-3 year olds are organized under the seven areas of learning and show how multiple skills can be developed around a single theme.**

**Recommended themes do not have time constraints - this flexibility recognises a more varied development profile for our youngest learners.**

Oxford International Curriculum

Early Years (2–3 years)

## Theme: Friends

### Understanding the world

- Take photos of children playing alongside friends. Praise positive behaviours and use the pictures in the provision areas to model the sort of behaviour you want to see. Make two copies of each photo and use them to play a pairs game, turning the photos over and finding the matching picture. Model talking about the pictures with children – for example, 'This is Sameena and Joe playing in the water'.
- In the small world area, play alongside children building scenarios where friends play together. Ask, 'Where is your favourite place to play?'. See if they can build a favourite place to play using the construction toys or blocks, and then role-play different games with small world toys. Model using positive vocabulary, such as 'kind', 'helpful', 'thoughtful'.
- Talk to children about similarities and differences between people. Make it clear that everyone is important and valued as part of the class. Ask children to find a similarity or difference with their friends.

### Look out for …

- *Children who are aware of others in the group, but need support to form friendships*
  Play alongside them and gently try to bring them into others' play.
- *Children who demonstrate the kind of behaviours you want to encourage, such as kindness, sharing, taking turns, and waiting*
  Praise these behaviours and be very specific about the praise – for example, 'I'm so pleased that you let Ravi join your game – that's kind'. This will help reinforce children's understanding of kindness.
- *Children who find listening games difficult*
  Reduce the size of the group for these children to make it easier to focus.

### English

- Support children to use mark-making tools to make a page for a class book about friends. Encourage them to draw a picture of themselves with their friend, or to draw pictures of the things their friend likes to do. Write children's names. The photos of children playing could be used as a stimulus or even stuck into the book.

### Key vocabulary

**friend, kind, helpful, thoughtful, my turn, your turn, take turns, share**

### Maths

- Over the course of the week, encourage children to take turns fetching items for their friends, such as classroom items or food at snack time. Show them how to ask how many they need, making sure that items are shared fairly and counted carefully. Extend this into the role-play area, where children can count out the correct number of items for their friends.

### Non-verbal support

- Encourage children who are non-verbal or in the early stages of learning English to express their needs through gesture and pointing to pictures. Say the word back to them to reinforce vocabulary development. For example, if the child points to the milk, respond with, 'Do you want milk?'. Hand the child the milk and say 'milk' to reinforce their understanding.

### Suggested resources

puppets, simple matching games, picture dominoes, dominoes, large buckets and blocks, camera (or a tablet to take photos), mirrors, ball, collage materials

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Sample taken from Age 2-3: Theme - Friends

Oxford International Curriculum

Early Years (2–3 years)

## Theme: Friends

### Personal, social, and emotional development

- Use a puppet as a model friend and say sentences such as 'Chinua is my friend because (he is kind)' to support children to consider what makes a good friend. Encourage them to talk about their friends at school. Why do they like them? What do they like to do with their friends?
- Support children to think about kindness by using the puppet to model a disagreement – for example, 'I've fallen out with my friend (the puppet) because he won't share the bike with me'. Use gestures to support understanding. Talk about and model 'my turn, your turn' (you can use a sand timer to measure the passage of time to make it fair), and encourage children to do this in class. Praise when you see this happening.
- Working in small groups of two or three, teach children a simple game such as matching pairs or dominoes. Emphasize the importance of taking turns and waiting. Praise the behaviour you want to see, and encourage children to be kind to each other. When children have mastered the game, they can play it independently in the continuous provision.

### Physical development

- Provide children with some large items that they can only move with help from their friends (e.g. buckets full of water, heavy blocks, planks, or long branches). Help them to work together to learn how to pick these things up and move them to make dens and build, or to fill the water trays, etc. Emphasize the importance of working with friends and teamwork.
- In pairs or small groups, build a challenge course together in the outdoor area. Children take it in turns to complete the course, reminding each other to say 'my turn, your turn'. Encourage children to support each other and add in extra challenge if they are able to complete the course.
- Provide children with a picture of a simple model made from a construction kit or blocks. Can they work with a friend to copy the model? For children who are not yet ready to work alongside others, support by working alongside the child, modelling sharing behaviours (e.g. 'Can you help me?'), asking questions, and supporting by finding the right resources.

### Communication and language development

Keep sentences short and related to the immediate experience. Focus on key words, and use children's home language to reinforce understanding.

- Sitting in a small group, roll a ball to a child and model the sentence 'My name is …'. Encourage children to do the same. As they become more confident or for children with more developed language skills, encourage them to say, 'I'm rolling the ball to (name)' before rolling to the next person. Depending on their language development, encourage them to say who their friend is – for example, 'My name is …, my friend is …, I'm rolling the ball to …'. Be sensitive and inclusive of children who have not formed friendships, or struggle to do so, by rolling the ball to them yourself.
- Develop the game into a listening game by asking children to 'Roll the ball to a friend with …' and choose different descriptions (e.g. a red jumper, black shoes, etc). Support children in the early stages of English by keeping the groups smaller.
- Provide mirrors to small groups and ask children to look at themselves. Ask, 'What can you see?'. Model this for children – for example, 'I have brown hair', 'I have green eyes', etc. Support them to make simple phrases and sentences about themselves.

### Expressive arts and design

- Ask children to paint a picture of themselves with a friend doing an activity they enjoy together, or to use a range of materials to make a collage picture of a favourite friend. Discuss the best materials for different parts of their friend's face.

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# Assessment

The Oxford International Curriculum for Early Years provides training and support to help you identify key developmental moments for each child, and supports you with planning for next steps.

Key actions, behaviour and skills to look out for are highlighted to help you identify children who may need additional input, or who may need to spend more time exploring in child-initiated play.

Observational assessment in the Oxford International Curriculum for Early Years is designed to be ongoing and in the moment. Getting to know children, their abilities, interests and dispositions by observing them closely allows you to identify their needs and adapt activities accordingly, to support and challenge them.

**Further support for assessing children's progress can be found in each of the Oxford International Curriculum for Early Years lesson plans.**

# Recommended resources

We recommend that schools follow a complementary synthetic phonics teaching programme such as **Floppy's Phonics** and use **inFact**, **Explore with Biff, Chip and Kipper**, and **Word Sparks** from **Oxford Reading Tree** to support the implementation of the Oxford International Curriculum for Early Years.

These decodable fiction and non-fiction texts include a limited number of non-decodable topic words to develop vocabulary and comprehension.

Recommended resources are signposted within the lesson plans.

Lesson plans also include a selection of Oxford children's books to introduce children to key themes: such as feelings and friendship, and physical and mental wellbeing. Featuring the **Big Words for Little People** series, with empowering words that help children to express their emotions; and Jon Burgerman's colourfully illustrated **Everybody Worries**, **Everybody Has Feelings**, and **Everybody has a Body**.

**Floppy's Phonics**
www.oxfordprimary.com/floppysphonics

Also available: **Floppy's Phonics Online**
Phonics practice to accompany the resources. Free trials available.

**Explore with Biff, Chip and Kipper**
www.oxfordprimary.com/explore

**inFact**
www.oxfordprimary.com/infact

**Word Sparks**
www.oxfordprimary.com/wordsparks

# Find out more at
## oxfordinternationalcurriculum.com

We also recommend the use of our **Early Years Activity Books**, with highly illustrated content and fun course characters, to foster the joy of learning.

**Oxford International Early Years**
www.oup.com/oir-ey

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