

EYFS Curriculum



Our EYFS curriculum is delivered through a range of;

- Child initiated learning in our indoor & outdoor learning environments (including enhancements to continuous provision based on the needs/interests of the cohort)
- Adult initiated learning based on our knowledge of each child's individual next steps
- Focused adult led learning based on a focus book/theme (focus books/themes may change due to interests within the cohort)

Learning opportunities are planned to cover the following areas:

| <u>Characteristics of Effective Learning</u> | <u>Prime Areas</u> | <u>Specific Areas</u> |
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| Playing & Exploring - <i>engagement</i> <ul style="list-style-type: none"> • Finding out and exploring • Playing with what they know • Being willing to 'have a go' Active Learning – <i>motivation</i> <ul style="list-style-type: none"> • Being involved and concentrating • Keeping trying • Enjoying achieving what they set out to do Creating & Thinking Critically – <i>thinking</i> <ul style="list-style-type: none"> • Having their own ideas • Making links • Choosing ways to do things | Personal, Social & Emotional Development <ul style="list-style-type: none"> • Making relationships • Self-confidence & self-awareness • Managing feelings & behaviour Physical Development <ul style="list-style-type: none"> • Moving & handling • Health & self-care Communication & Language <ul style="list-style-type: none"> • Listening & attention • Understanding • Speaking | Literacy <ul style="list-style-type: none"> • Reading • Writing Mathematics <ul style="list-style-type: none"> • Number • Shape, space & measure Understanding the World <ul style="list-style-type: none"> • People and communities • The world • Technology Expressive Arts & Design <ul style="list-style-type: none"> • Exploring and using media and materials • Being imaginative |

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The **INTENT** of our curriculum is;

To ensure all children **enjoy** their learning and attending school.

To provide opportunities for children to **embrace** learning through real life, hands on experiences.

To prepare children to **evolve** into the next stage of their schooling.

In EYFS this means that;

- **Our children will... (Prime Areas/CoEL)**

Gain the motivation and resilience needed to prepare them for the demands which lie ahead.

- **What knowledge will we teach our children?**

Carefully selected themes will guide the knowledge which will be taught to children. Each theme will contain 'wow' moments for the children, providing them with opportunities develop their understanding of their local community and beyond. Activities will be planned which provide children with hands on experiences that they may be unlikely to otherwise experience.

Our indoor and outdoor classrooms will reflect skills being taught.

We will ensure that we are aware of children's interests and use these to guide learning when possible.

Role play areas will be a permanent fixture in classrooms ensuring that children have opportunities to talk and play alongside peers.

- **What will reading look like?**

Reading will lie at the heart of our curriculum. Themes will be guided by key texts chosen specifically for their rich vocabulary & appropriate knowledge content.

Story time will be a vitally important part of the structure of our day. Through listening & responding to stories, children will embed spoken language, develop their vocabulary and learn to listen and comprehend. They will be taught to understand what they hear.

Daily phonics sessions will introduce children to general sound discrimination – environmental sounds, instrumental sounds and body percussion, rhythm and rhyme, alliteration, voice sounds and oral blending and segmenting.

Daily singing of nursery rhymes will be embedded into the curriculum, to develop the basic skills of rhyme and rhythm.

Children will be encouraged to recognise print within the environment and distinguish the difference between illustration and text. They will be encouraged to express their thoughts on signs around the environment and eventually recognise some familiar word and logos.

- **What will writing look like?**

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Mark making and writing of all developmental stages will be celebrated and encouraged throughout the indoor and outdoor classrooms.

Children will see adults modelling writing frequently so that they understand the many purposes of written text.

Development of the formation of letters will be taught systematically using the Read, Write Inc scheme.

During phonics sessions, children will be introduced to one letter per week and this letter will be evident within the classroom through continuous provision, Eg: small world to represent 'd' by having a dinosaur world etc or a letter of the week area.

Children will practise and consolidate their pre writing shapes and understand positional language to enable letter formation (up, down, across, round), before being expected to write their name.

- **What will mathematics look like?**

Key skills taught will include: counting, subitising, ordering, partitioning and quantifying. The teaching of mathematical concepts and processes will guide teaching and learning. Children will be given opportunities to practise and rehearse skills in a range of different ways. Lots of practical equipment will be used to practise the skills of mathematical development.

Mathematical opportunities will be embedded throughout the day in a variety of ways, through their routines, daily number songs, snack time and in their learning provision. Where children show a strong mathematical ability 40-60 months ELG content will be used to extend knowledge.

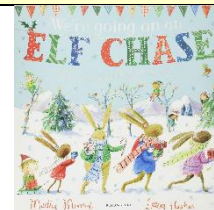
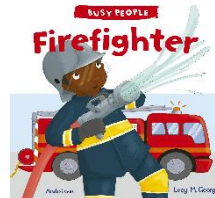
- **What will the structure of our day/week look like?**

Throughout the day, children will have many opportunities to choose what, when and where they will learn and play. Classrooms and outdoor areas will be resourced in order to facilitate high quality play. Children will learn through a range of child-initiated play, adult-guided play, adult-led activities and whole class teaching. Rolling snack time will be used as a tool to develop independence and develop social and communication skills. Weekly Yoga sessions will promote their physical development, it will enhance their flexibility, strength, coordination, and body awareness and self-esteem. In addition, their concentration and sense of calmness and relaxation improves. We embed our routines to ensure that our children feel secure, safe and happy.

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Pre-School

Autumn



Theme: Nursery Rhymes, People Who Help Us

Focus Books: Twinkle, Twinkle little star, Old McDonald, Busy People Firefighter, Busy People Police Office, Busy, People Doctor, We're Going on an Elf Chase, Dear Santa, The Christmas Story

Special Events: Autumn, Halloween, Bonfire Night, Remembrance Day, Diwali, Christmas

| PSED | PD | C&L | L | M | UTW | EAD |
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| <p>Explore new classroom and become confident to access resources, equipment and areas of provision independently. Engage in both unfamiliar and familiar activities and begin to spend extended periods of time focussed on an activity. Become familiar with several new key routines. Be involved in establishing class rules and they will recognise and understand the rules</p> | <p>Develop fundamental movement skills. Develop gross motor skills. Develop hand-eye co-ordination & dexterity. Develop strength in shoulders, wrists, hands and fingers. Strengthens finger muscles. Develop tripod grip. Uses mark making tools with increasing control. Recognises what belongs to them and what doesn't. Talk about why it is important to wash</p> | <p>Listens to others one to one or in small groups, when conversation interests them. Uses vocabulary focused on objects, experiences and people that are of particular importance to them. Can retell a simple past event in correct order. With support and prompts begins to follow simple instructions as part of daily routine. Joins in with repeated refrains and anticipates key</p> | <p>Has some favourite stories, rhymes, songs, poems & jingles. Repeats words or phrases from familiar stories. Fills in the missing word or phrase in a known rhyme or story. Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> | <p>Beginning to organise and categorise objects. Says some counting words randomly and some number names in sequence. Selects a small number of objects from a group when asked. Creates and experiments with symbols and marks representing ideas of number. Begins to make comparisons between quantities. Beginning to categorise objects</p> | <p>Begins to make their own friends. Has a sense of own immediate family and relations. Is able to imitate everyday actions that are familiar to them. Observes changes to the environment (linked to Autumn.) Observes and identifies different weather conditions using the weather charts. Learns songs about days of the week. Shows interest in different occupations and</p> | <p>Begins to use the tools available to them. Engages in role-play based on familiar experiences. Joins in singing favourite nursery rhymes. Shows an interest in the way musical instruments sound. Experiments with blocks, colours and marks. Uses various construction materials. Beginning to use representation to communicate.</p> |

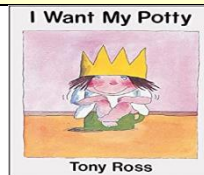
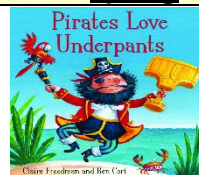
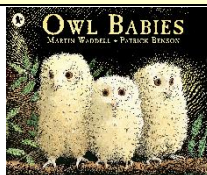
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| <p>for being together with others, such as waiting for a turn. Begin to share resources and play co-operatively with their friends. Children will ask a familiar adult for help when need it. Play and have opportunities to join in with others and begin to gain confidence to share their ideas with others.</p> | <p>their hands and beginning to be more independent in self-care. Understands safety rules when playing in sand/water/mud. Begins to become independent when putting on their coat.</p> | <p>events and phrases in rhymes and stories. Engages in conversations with familiar adults and peers. After reading a familiar story, uses picture prompts to help them understand 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?). Shows interest in play with sounds, songs and rhymes.</p> | <p>Shows interest in illustrations and print in books and print in the environment. Recognises familiar advertising logos. Looks at books independently and handles books carefully. Holds books the correct way up and turns pages. Shows an awareness of general sound discrimination through a range of Phase 1 games. Distinguishes between the different marks they make. Beginning to understand the pre writing language formation (up, down, across, around.)</p> | <p>according to shape & size. Recognise numbers 0-3 Recognise numicon shapes 1-3 Counts forwards to 3 Counts backwards from 3. Beginning to represent numbers using fingers. Begins to use language of size (big and small.) Use positional language (in, on, under.) Shows an interest in shape and space by playing with shapes or making arrangements with objects.</p> | <p>ways of life. (Linked to people who help us) Develops basic skills in using the iPad and IWB. Recognises some familiar significant events (Halloween, Bonfire Night, Christmas.) Recognise there are other events we may not have experience of (Diwali.) Shows interest in different occupations.</p> | <p>Beginning to make-believe by pretending.</p> |
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| | | | | | | PE | WOW Experiences |
| | | | | | | Yoga- Autumn, Spooky Spectacular, Halloween, Christmas, Winter Wonderland Dough Disco | Autumn Walk Diwali Day (link with Rec) Christmas performance Winter Wonderland Day |

Spring



Theme: Into the Woods, Pirates & Princesses

Focus Books: Owl Babies, Not a Stick, Leaf Man, Stuck, Ten Little Pirates, Pirates love Underpants, Portside Pirates!, I want my Potty!, The Princess and The Wizard.

Special Events: Winter, Chinese New Year, Valentine's day, Shrove Tuesday, Mother's day, Spring, Science Week, Easter

| PSED | PD | C&L | L | M | UTW | EAD |
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| <p>Welcomes and values praise for what they have done.</p> <p>Enjoys responsibility of carrying out small tasks.</p> <p>Confident to talk to other children when playing.</p> <p>Shows confidence in asking adults for help.</p> <p>Aware of own feelings, and knows that some actions and words can hurt others' feelings.</p> <p>Begins to accept the needs of others and can take turns and share resources,</p> | <p>Moves freely and with pleasure and confidence in a range of ways, such as, crawling, walking, running, jumping.</p> <p>Mounts stairs, steps or climbing equipment using alternate feet. Walks downstairs, two feet to each step while carrying a small object.</p> <p>Runs skilfully and negotiates space successfully.</p> <p>Can stand momentarily on one foot when shown.</p> <p>Draws lines and</p> | <p>Listens to stories with increasing attention and recall.</p> <p>Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</p> <p>Uses a variety of questions (e.g. what, where, who).</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>Recognises their own name.</p> <p>Beginning to use picture books to tell a story.</p> <p>Enjoys rhyming and rhythmic activities.</p> <p>Listens to and joins in with stories and poems, one-to-one and also in small groups.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Beginning to be aware of the way stories are structured.</p> | <p>Uses some number names and number language spontaneously.</p> <p>Uses some number names accurately in play.</p> <p>Recites numbers in order to 5.</p> <p>Compares two groups of objects by saying which has more and which has fewer.</p> <p>Knows that numbers identify how many objects are in a set.</p> <p>Sometimes matches numeral and quantity correctly (1-3)</p> | <p>Has a sense of own immediate family and relations and shows interest in their lives.</p> <p>Is able to imitate everyday actions and events.</p> <p>Shows interest in the lives of people who are familiar to them.</p> <p>Remembers and talks about significant events in their own experience.</p> <p>Comments about aspects of their familiar world such as the place where they live or the natural world.</p> | <p>Understands tools can be used for different purposes.</p> <p>Engages in role-play with peers based on familiar experiences</p> <p>Joins in singing favourite songs, dancing and ring games.</p> <p>Sings a few familiar songs.</p> <p>Imitates movement in response to music.</p> <p>Explores and learns how sounds can be changed.</p> <p>Explores colour</p> <p>Understands that they can use lines to enclose a space, and then begin to</p> |

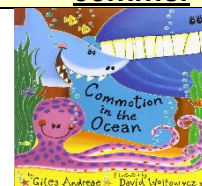
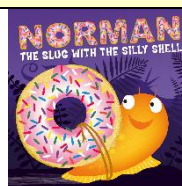
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| <p>sometimes with support from others. Can usually tolerate delay when needs are not immediately met. Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> | <p>circles using gross motor movements. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Can copy the initial letter from their name. Can tell adults when hungry or tired or when they want to rest or play. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Can usually manage washing and drying hands. Dresses with help, e.g. pulls up own trousers, and pulls up zipper once it is fastened at the bottom. Uses mark making tools with increasing control.</p> | <p>Is able to follow directions (if not intently focused on own choice of activity). Understands use of objects. Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Responds to simple instructions, e.g. to get or put away an object. Beginning to use more complex sentences to link thoughts (e.g. using and). Can retell a simple past event in correct order. Uses vocabulary focused on objects and people that are of particular importance to them. Uses talk in pretending that objects stand for something else in play.</p> | <p>Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters. Knows information can be relayed in the form of print. Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places. Listens to stories with increasing attention and recall.</p> | <p>Knows that a group of things changes in quantity when something is added or taken away. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Shows an interest in numerals in the environment. Shows an interest in representing numbers. Realises not only objects, but anything can be counted. Shows an interest in shape and space by playing with shapes or making arrangements with objects. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows interest in shapes in the environment.</p> | <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects. Observes changes to the environment (linked to Winter/Spring.) Shows care and concern for living things and the environment.</p> <p>Shows an interest in technological toys. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects.</p> | <p>use these shapes to represent objects. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>Creates movement in response to music. Sings to self. Makes up rhythms. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> |
| | | | | | PE | WOW Experiences |
| | | | | | Yoga- Stella the stick Insect, Winter | CNY party Pancake making |

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| | | | | | Wonderland, Princess and Pirates Dough Disco Outdoor ball games Forest Skill Movements | Forest Fun Science Week – WOW Science! Pirate and Princess Party |
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Summer



Theme: Marvellous Minibeasts, Under the Sea

Focus Books: Snail Trail, The Very Lazy Ladybird, Norman the Slug with the Silly Shell, Arrrg Spider! Oi Frog!, A Hole in the Bottom of the Sea, Commotion in the Ocean, Sharing Sa Shell, Bright Stanley, Billy's Bucket

Special Events: , Father's Day, Sports Day, Graduation,

| PSED | PD | C&L | L | M | UTW | EAD |
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| Is more outgoing towards unfamiliar people and more confident in new social situations. Will communicate with other children freely about own home and community. Begins to accept the needs of others and can take turns and share resources, with increasing independence. Can usually adapt behaviour to different events, | Experiments with different ways of moving. Usually dry and clean during the day. Understands the importance of keeping safe when using tools. Observes the effects of activity on their bodies. Begins to attempt to zip up their own coat. Moves freely and with pleasure and confidence in a | Follows simple instructions as part of daily routine. Beginning to understand 'why' and 'how' questions. Beginning to use more complex sentences to link thoughts (e.g. using because.) Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. | Continues a rhyming string. Hears and says the initial sound in words. Gives meaning to marks they make as they draw, write and paint. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Beginning to be aware of the way stories are structured. | Recognises some numerals of personal significance. Recites numbers in order to 10. Counts backwards from 5. Compares two groups of objects, saying when they have the same amount. Shows curiosity about numbers by offering comments or asking questions. Sometimes matches numeral and | Begins to observe similarities and differences. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Talks about why things happen and how things work. Talks about similarities and differences between themselves and their friends. | Explores the different sounds of musical instruments. Plays alongside other children who are engaged in the same theme. Taps out simple repeated rhythms with support. Beginning to move rhythmically. Explores colour and how colours can be changed. Beginning to be interested in and describe the texture of things. |

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| <p>social situations and changes in routine. Can play in a group, extending and elaborating play ideas. Understands that their wishes may not always be met. Understands that own actions affect other people. Confident to speak to others about their own needs. Begins to initiate conversations, attends to and takes account of what others say.</p> | <p>range of ways, such as slithering, shuffling, rolling, skipping, sliding and hopping. Begins to adjust speed or direction to avoid obstacles when running. Can catch a large ball. Can copy some letters, e.g. letters from their name. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil near point between first two fingers and thumb and uses it with good control.</p> | <p>Questions why things happen and gives explanations. Asks who, what, when and how questions. Uses a range of tenses. Uses intonation, rhythm and phrasing to make the meaning clear to others. Builds up vocabulary that reflects the breadth of their experiences.</p> | <p>Suggests how the story might end. Knows information can be relayed in the form of print. Knows that print carries meaning and, in English, is read from left to right and top to bottom. Gives meaning to marks as they draw, write and paint. Begins to orally segment the sounds in VC and CVC words.</p> | <p>quantity correctly (1-5.) Beginning to represent numbers using marks on paper or pictures. Selects a particular named shape. Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. Shows awareness of similarities of shapes in the environment Shows an interest in number problems. Understands that the last number, when counting objects, identifies the quantity of the set. Begins to use language of size (tall and short.) Use positional language (behind, in front, next to.)</p> | <p>Developing an understanding of growth in relation to caterpillar life cycle. Shows care and concern for living things and the environment. Developing an understanding of growth, decay and changes over time. Observes changes to the environment (linked to Summer.) Recognises and describes special times or events for family or friends. Knows that information can be retrieved from computers. Uses ICT hardware to interact with age-appropriate computer software.</p> | <p>Joins construction pieces together to build and balance. Developing preferences for forms of expression. Builds stories around toys. Uses movement to express feelings. Sings to self and makes up simple songs. Uses available resources to create props to support role-play.</p> |
| | | | | | <u>PE</u> | <u>WOW Experiences</u> |

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| | | | | | Yoga- Under water party, Mimi the Mermaid, Stella the Stick Insect. Sports Day Skills | Caterpillars Sports Day Minibeast Visit Beach Party Graduation Ceremony |
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