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| **EYFS Curriculum**  **Intent:**  At Bocking we believe that by the end of the early years every child will be a kind, confident and skilful individual who is curious about the world around them. Working in a positive, caring and welcoming atmosphere the children are encouraged to feel secure yet challenged to achieve their best. We follow children’s interests which, we believe, encourages high levels of engagement and, therefore, development in all areas of the curriculum. Each child’s wellbeing is utmost in mind as we focus on the prime areas of the curriculum in order to provide the building blocks for development in literacy and early maths. We promote collaborative work, with plenty of hands on experiences that aims to engage all learners in our EYFS classroom.  **Aims:**  To ensure that all pupils   * Have a welcoming, well organised early years environment, enabling easy access to resources and the knowledge that they are encouraged to be independent in accessing what they need * Are given enough time and space to develop and follow interests; being challenged and encouraged via the child focus planning * Are encouraged to practise and refine taught language and communication skills in a safe, positive, inclusive way * Will be explicitly taught communication, phonic, reading, letter formation and early maths skills; with opportunities to embed these through play experiences * Have an opportunity to showcase skills they have refined at home via the Tapestry link for parents * Will be challenged through sustained shared thinking with all adults and be aware of their next steps in order to improve and refine skills   **Implementation:**   * In the EYFS we follow the children’s interest through overarching * We use the development matters guidance to carry out assessment and for curriculum guidance * We have 3/4 focus children each week and we carry out focused observations and interactions with those focus children in order to move their learning on. Their interests are used to enhance the continuous provision that is always available each day * Key skills are practised during linked provision * We use Talk 4 Writing as a tool to develop story language and story structures and helicopter stories to encourage children to create their own stories. * There are “special” days and events during the year to either link to a topic, provide a stimulating experience or contribute to the wider community * A variety of assessment is made, mainly through play with the children and interactions on a daily basis and the more summative assessment of phonic knowledge, maths knowledge, and individual reading. * We run a free flow of indoors and outdoors during continuous provision | |
| Unit Title: | Super Duper You: Amazon.co.uk: Henn, Sophy, Henn, Sophy: 9780141385488:  BooksSuper Me! / Colour |
| Term: | Autumn 1 |
| Week beginning: | 05.09.22 |
| About Elmer - ElmerCommunication and Language: | ‘Curiosity cube’ as a ‘hook’ for topic books – encouraging children to ask questions and explore new vocabulary (surrounding emotions).  Circle times and adult modelling to develop children’s social phrases.  Play listening games within TOPS time.  Daily story time and encouragement to share stories in continuous provision.  Use Makaton in rhyme and songs.  Use story maps and helicopter stories to remember longer stories.  (DM 3 and 4 years)   * Use a wider range of vocabulary * Develop communication with adults and children * Start a conversation with an adult or a friend and continues it for many turn * Enjoy listening to longer stories and can remember much of what happens. * Understands ‘why’ questions   (DM Reception)   * Develop social phrases (good morning, would you like to play…) * Use new vocabulary through the day * Understand how to listen carefully and why listening is important * Engages in story times |
| Physical Development: | Finger gym activities within continuous provision.  Give children opportunities to use scissors, pencils, and paintbrushes.  SCS PE sessions  ‘Squiggle While You Wiggle’ and ‘Play Doh Disco’ sessions.  Encourage children to independently use classroom ‘Imagination Station’ and writing area.  (DM 3 and 4 years)   * Start to take part in some group activities which they make up for themselves * Choose the correct resources to carry out their own plan * Use a comfortable grip with good control * Show a preference for a dominant hand * Be increasingly independent as they get dressed and undressed   (DM Reception)   * Revise and refine rolling, crawling, walking, jumping, running, hopping, skipping, climbing. |
| Personal, Social and Emotional Development: | Learn to use classroom areas, initiating and extending play ideas with peers.  Adults modelling play.  Focus on the story of ‘The Colour Monster’, to explore different emotions and encourage children to express themselves.  Come up with class rules.  Look at the stories ‘Elmer’ and ‘Super Duper You!’  (DM 3 and 4 years)   * Select and use activities and resources when needed * Being outgoing with more familiar people in safe context of their setting * Play with one or more other children extending and elaborating play ideas * Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. * Increasingly follow rules, understanding why they are important * Remember rules without needing an adult to remind them.   (DM Reception)   * Sees themselves as a valuable individual * Expresses their feelings and considers the feelings of others |
| Literacy: | Focus on name writing, letter, and number formation.  Children to use name cards daily to practise name writing independently.  Daily ‘Success for All Phonics’ sessions.  Pick out vocabulary from topic books to look at meaning.  Writes a shopping list in role play shop.  (DM 3 and 4 years)   * Understand the five key concepts about print * Engages in extended conversations about stories, learning new vocabulary * Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. * Write some or all their name * Write some letters accurately |
| Mathematics: | Follow White Rose, CPA and Mastery approach.  Baseline assessments  Adult initiated activities to consolidate learning and to question understanding.  Create a repeating pattern on a fruit kebab.  (DM 3 and 4 years)   * Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’) * Compare quantities using language: ‘more than’, ‘fewer than’. * Make comparisons between objects relating to size, length, weight, and capacity. * Extend and create ABAB patterns. Notice and corrects an error in a pattern.   (DM Reception)   * Counts objects, actions, and sounds. * Counts beyond 10 |
| Understanding the World: | Use ‘Chatterboxes’ and circle times to share interests.  Explore water tray, mud kitchen and sandpit.  Signs of autumn, exploring the change in colour ‘orange leaves’.  During circle time, talks about their family and who is important to them.  Draws who lives in their house.  (DM 3 and 4 years)   * Uses their senses in hands on exploration of natural materials * Begins to make sense of their own life   (DM Reception)   * Talk about members of their immediate family * Understand the effect of changing seasons on the natural world around them |
| Expressive Arts and Design: | Self portraits  Explore colour mixing.  Create own colour monster, looking at its emotion.  Designs their own patch on Elmer.  (DM 3 and 4 years)   * Takes part in simple pretend play * Makes imaginative and complex small world with blocks and construction kits * Develop their own ideas and decide what material to use to express them. * Explore colour and colour mixing * Show different emotions in their drawing * Develop their own ideas and decide what material to use to express them. |