**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 and schemas 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 schemas 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 therefore we may not follow set topics although there are overarching topics that might be reflected in the book of the week sessions
* 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 and, where we can, we link the book of the week to the group’s interests.
* Key skills are practised during linked provision (groovy groups) and will be: cutting skills/mark making practise/board game play/reading/number and letter formation/exploring resources in the classroom
* 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.
* Other schemes we use are: Squiggle While you wiggle, dough disco, phonics (following format for Phonic Shed)
* The focus for learning, knowledge and skills are flexible throughout the year and will be determined by the children (each child will be a “focused child” for the Autumn and Spring terms) in order that purposeful and memorable experiences are provided.
* 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
* Assessment is carried out through baselines and then during week 9 of every term, in line with Attain academy data weeks
* 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.
* Individual reading is carried out weekly mainly by the class teacher
* Interventions start as soon as the baseline data is compiled and speech and language is assessed on entry to reception
* We run a free flow of indoors and outdoors during continuous provision when there are two members of staff present
* Observations are made via tapestry and this is also used as a form of connecting and communication with parents to reinforce the positive link between school and home
* Open snack is run during the morning
* A book of the week session and a story session are run daily

**Organisation:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn Term** | | **Spring Term** | | | **Summer Term** | |
|  | **Super Me** | **Celebrations** | **Tell Me a Story** | **Being a Scientist** | | **Growth & Change**  **Environmental issues** | **Journeys** |
|  |  | Guy Fawkes, Diwali, Remembrance Day, St Andrews Day, Hanukkah, Christmas | Valentine’s Day, Chinese New Year, Lent | Mother’s Day, Easter,  St David’s Day, St Patrick’s Day (17 March) | | Butterflies  Sunflower Race | Father’s Day, Sports Day, Transitions |
| WOWs | **Meeting our Y6 Buddies**  **Local walk – road safety**  **Super hero dressing up day** | **Local walk to church**  **Diwali visitor?**  **Celebrate any EAL chd**  **Class Nativity** | **PJ read at school**  **Fairy tale character party** | **Science Week**  **Grandparent – stay and play maths games** | | **Caterpillars**  **Class Trip to Boydell’s Farm with Y1s?** | **Class Teddy Bear Picnic**  **French week**  **Talent show?**  **Graduation ceremony** |
| Parents | Stay and Play week 3 | TLCs  Information session on reading | Stay and Play week 3 | TLCs  Information session on maths | | Stay and Play week 3 | Open Evening  Celebration of the end of EYFS |
| Written input and feedback on child focus planning | | | | | |  |
| Com & Language | Understand how to listen and why it is important  Hear well formed sentences modelled to them – English review time  Listen to rhymes and songs – how do they sound? | Connect one idea or action to another using a range of connectives – play and, so, but game | Retell a story  Learn rhymes and poems and songs – learn nursery rhymes to recite by heart | Engage in nonfiction books  Listen to and talk about nonfiction books to develop familiarity with knowledge and vocabulary  Nonfiction: caterpillars/light and sound/magnets/growth/bodies/animals/baby animals/globes/maps | | | |
| Learn new vocab & use throughout the day, learn in different context – book of the week  Articulate ideas and thoughts in well-formed sentences – daily English and Maths review times  Connect one idea or action to another using a range of connectives – daily modelling  To describe events in detail – daily modelling  Use talk to work out problems, to explain how things work and why they might happen – daily modelling and during child focus  Develop social phrases – daily modelling  Engage in story time – book vote daily  Listen to and talk about stories – book of the week | | | | | | |
| PSE | See themselves as a valuable individual – chatterboxes  Set class rules  Introduce Tops time | Express feelings and consider feelings of others  Identify and moderate own feelings socially and emotionally | Think about perspectives of others  Manage own needs | | | | |
| See themselves as a valuable individual – “I am an expert in…” stickers  Build constructive and respectful relationships with each other  Show resilience and perseverance in the face of challenge – chd set own goals? | | | | | | |
| Physical Dev | Revise and refine: rolling, crawling, walking, jumping, running, hopping, skipping, climbing  Being a safe pedestrian | Progress towards a more fluent style of moving, developing control and grace | Know about different factors that support overall health: physical activity/healthy eating | Combine different movements with ease and fluency | | toothbrushing/ screen time/ sleeping | Moving on – transition to Year one – assemblies |
| One PE session with coach  Two play park sessions per week | One PE session with coach  Confidently and safely use a range of large and small apparatus - One indoor movement session in hall with class teacher  Develop and refine a range of ball skills (throwing, catching, kicking, passing, batting, aiming) One outdoor movement session with class teacher | | | | One PE session with coach  one play park sessions per week | |
| Develop body strength, coordination and balance and agility – get physically active so out of breath several times a day  Develop small motor skills so they can use tools safely – pencils, paintbrushes, scissors, knives, forks and spoons  Dough disco and finger gym sessions  Use core muscle strength to achieve good posture  Develop foundations of handwriting style that is fast and accurate  Develop skills they need to manage the day – lining up, queuing, mealtimes, personal hygiene | | | | | | |
| Literacy  **Reading**  Follow phonics shed order  Key text – either book of the week  or story vote  Mark making/writing/  forming letters | Read individual letters by saying the sounds for them  Blend sounds into words so they can read short words  Read some letter groups that represent one sound and say sounds for them (digraphs)  Read common exception words (tricky words)  Read simple phrases and sentences made up of words with known letter-sound correspondences and a few exceptions words  Re read phonetically decodable books to build up confidence in word reading, fluency, enjoyment and understanding | | | | | | |
| Phonics  Chapter 1/2 (satp/ inmd)  Focus on: rhyme/ repetition/alliteration/ music patterns/listening games  Teach aural blending/ segmenting  Comprehension  Book of the week  Listen to and join in with nursery rhymes/stories | Phonics  Chapter 2 (gock/ck eur/hbfl/jvwx/yz qu voiced s/ ff ll ss zz/ tt pp rr mm cc nn dd gg)  Continue teaching aural blending/ segmenting, start to read/write VC/CVC words  Comprehension  Story of the week  Introduce key words: title, blurb, author  Encourage the reading of meaningful print, shop signs/child’s name | Phonics  Chapter 3 (ng, ch,sh,th/ai,ee,igh,oa/ue, ow, oi, oo/ar, or, ur, er/ear, air,ure, southern a (ar)  Continue teaching aural blending/ segmenting, reading VC/CVC words  Start to read captions/ model sentence writing  Comprehension  Story of the week  Discuss the **characters** in books being read  Enjoy looking at books independently  To recall a story plot  To learn a nursery rhyme by heart | Phonics  Chapter 3 (ue, ow, oi, oo/ar, or, ur, er/ear, air,ure, southern a (ar)  Continue teaching aural blending/ segmenting, reading VC/CVC/CCVC/CVCC words  Read captions/sentence writing  Focus on digraphs in real and alien words – highlight them  Comprehension  Story of the week  Discuss the **setting** of stories and the **plot**  Enjoy sharing books with buddies | | Phonics  Recap chapter 3  Continue teaching aural blending/ segmenting, reading VC/CVC/CCVC/CVCC words  Read captions/sentence writing, focus on digraphs in real and alien words – highlight them  Comprehension  Story of the week  To discuss key questions/vocabulary about the story | Phonics  Recap chapter 3  Continue teaching aural blending/ segmenting, reading VC/CVC/CCVC/CVCC words  Read captions/sentence writing Focus on digraphs in real and alien words – highlight them  Comprehension  Story of the week  To discuss key questions/vocabulary about the story |
| Dear Zoo  Brown Bear Brown Bear  Funnybones  Supertato | Hungry Hen  The nativity | Goldilocks and just the one bear  The Jolly Postman  Mr Wolf and the three bears  Give us a smile Cinderella  Three Little Pigs – retell  Nursery rhymes – know by heart | The easter story  Egg drop  Spinderella | | Jack and the incredibly mean stalk  The Very Hungry Caterpillar & info books on caterpillars Hello Mr World  Somebody Swallowed Stanley  What makes us special? | Whatever Next  Handa’s surprise  French Week  Ali and the magic carpet  Transition to Y1 power point info |
| You Choose – use as group reader  Only one you  Hug  Titch  Rhyming books – Hairy Mclarey series | Green Eggs and Ham  Little Rabbit Foo Foo  Each Peach Pear Plum  Info books on celebrations | Recipe for a story  Gingerbread man  Little Red Riding Hood  Goldilocks and the Three Bears  Snow white and 7 dwarfs  The Little Red Hen  Any traditional stories | Rosie’s Walk  On the Way Home  Six Dinner Sid  The Gruffalo  Where the Wild Things Are  Info books on science topics  Kipper stories by Mick Inkpen | | Mr wolfs week Farmer Duck  Owl Babies  Jaspers Bean Stalk  In the Garden  The Tiny Seed  Info books on places | The Train Ride  Mr Gumpy’s Outing  Going on a Bear Hunt  Suddenly  Stories by Julia Donaldson – imagine the pictures in your head |
| Give meaning to the marks they make – tummy time, painting, write with fat crayons, finger gym work out, pre writing skills (recap squiggle move of the week) | To spell words by identifying the sounds then writing the sound with letters: labels eg. use magnetic letters, present label, Christmas card, writing group focus on writing CVC words | To spell words by identifying the sounds then writing the sound with letters: write two/three word captions: describe fairytale characters, write invitation for party | To be able to write a simple caption: write caption for information book to describe a picture | | To be able to write a simple sentence – with guidance to remember to use a capital letter and full stop: write about what they are going to do in continuous provision | To  To be able to write sentences in meaningful contexts, use conjunctions: write about themselves |
| Squiggle while you wiggle scheme for Autumn term then as catch up for those that need it  Introduce letter formation alongside learning the sounds for each letter – use a memorable phrase  Helicopter Stories with focus children  Daily name writing – include surname in Summer term  Opportunities to write in all areas of continuous provision | | | | | | |
| Mathematics  White Rose | Baseline  **Just like Me**  Match and sort  Compare amounts  Compare size, mass, capacity  Explore pattern | **It’s Me**  Representing, comparing and composition 1,2,3  Circles and triangles, positional language  **Light and Dark**  Representing numbers to 5 one more one less  Shapes with 4 sides  Time | **Alive in 5**  Introducing zero  Comparing numbers to 5  Composition of 4, 5  Compare mass, capacity  **Growing 6,7,8**  6,7,8 making pairs  Combining 2 groups  Length, height, time | **Building 9 and 10**  9,10 comparing numbers to 10, number bonds to 5/10 3D shape and pattern  **Consolidation** | | **To 20 and beyond**  Building numbers beyond 10 counting patterns  Spatial reasoning  Match, rotate manipulate  **First then now**  Adding more, taking away  Spatial reasoning  Compose and decompose | **Find my pattern**  Doubling, sharing grouping  Even & odd  Spatial reasoning  Visualise and build  **On the move**  Deepening understanding  Patterns and relationships  Spatial reasoning, mapping |
| Daily counting – maths meeting (dinner numbers)  Patterns – jigsaw of the day  Number tiles to help form a line for IWB  Timer used for IWB  Shapes – take and make  Measure – scales in playdough area | | | | | | |
| Understanding the world | Talk about members of their immediate family and community  Name and describe people who are familiar to them chatterboxes & pen pics  Orienteering – find Kipper around the school! | Comment on images of familiar situations in the past  Look at Christmas celebrations in the past, old toys, how Christmas tradition has changed  Draw information from a simple map – church walk and ariel shots of the school  Understand that some places are special to members of their community – church visit |  | Ask grandparents about their family tree  Compare and contrast characters from stories including figures from the past – Archimedes | Draw information from a simple map – google earth | | Compare and contrast characters from stories including figures from the past – moon landing – Neil Armstrong  Recognised similarities and differences between life in this country and life in other countries – French week  Recognise some environments that are different to the one they live in – carpet ride |
| Recognise that people have different beliefs and celebrate special times in different ways  Celebrate EAL chd backgrounds  Explore the natural world around them – planters with bulbs/winter pansies/spring flowers/veg in summer  Describe what they see/hear/feel when outside  Understand the effect of changing seasons on the natural world | | | | | | |
| Expressive Arts & Design | Join in singing favourite songs – song bag  Imitates movement in response to music – dance & yoga  **Charanga**: Me  1. Listening and Appraising  2. Musical Activities a. Warm-up Games b. Optional Flexible Games c. Singing d. Playing instruments e. Improvisation f. Composition  3. Performing  Christmas Nativity Songs | | Begins to make believe by pretending – use story boxes to spark children’s story telling ideas  **Charanga**: My Stories & Everyone  1. Listening and Appraising  2. Musical Activities a. Warm-up Games b. Optional Flexible Games c. Singing d. Playing instruments e. Improvisation f. Composition  3. Performing  Easter songs for the Church | | | **Charanga**: Our World & Big Bear Funk  1. Listening and Appraising  2. Musical Activities a. Warm-up Games b. Optional Flexible Games c. Singing d. Playing instruments e. Improvisation f. Composition  3. Performing | |
| Develop storylines in pretend play  Explore, use and refine a variety of artistic effects to express ideas and feelings  Return to and build on previous learning, refine ideas and develop ability to represent them  Create collaboratively, sharing ideas, resources and skills | | | | | | |
| RE | We Are Special (Christianity) | Hanukkah (Jewish)  Diwali (Hindu)  Special Books (Christianity) | Chinese New Year (Buddhists) | Easter (Christianity) | | Old Testament stories (Christianity) | New Testament stories (Christianity) |
| Assessment | Baselines  Pen Pics  Phonics baseline  Maths baseline | Pen Pics  Phonics & Maths  Update TT steps | Pen Pics  Phonics & Maths  Update TT steps | Pen Pics  Phonics & Maths  Update TT steps | | Pen Pics  Phonics & Maths  Update TT steps  Final data | Pen Pics  Phonics & Maths  Update TT steps |
| Individual Children’s statements updated after child focus –paper copy | | Individual Children’s statements updated after child focus –paper copy | | | Individual Children’s statements updated after child focus –paper copy | Data to pass to Y1  Reading levels/phonic/number |

Take and Make

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| Resources | What children might do | Learning potential, knowledge, understanding, skills, attitudes | Links to areas | Schemas |
| 3D junk materials including:  Boxes, tubs, tubes, cups.  Bottle tops, beads, lollipop sticks, matchsticks, buttons, bobbles, cut paper, tissue paper, wrapping paper.  String, Sellotape, blu tac, glue, paper clips, elastic bands, split pins, wool, needles, scissors, hole punch, stapler, glue gun, PVA glue  Language: tools, techniques, materials, process | Fix, fasten, bend, tear, fold, cut, stick, tie, arrange,  re arrange, wrap, thread, decorate, make holes, design, spread | Explore the properties of tools and materials, finding out how materials can be fastened and fixed together  Make things for own purpose  Design before and during making  Create a finished piece  Experiment with ways of representing things  Talk about ideas, plans and events, sometimes working on shared projects  Investigate techniques through trial and error | Prime:  Communication  Use new vocabulary in the day  Articulate ideas in sentences  Use talk to help solve problems  PSE  Show resilience and perseverance  PD  Develop small motor skills  Use range of small apparatus safely | Transforming  Connecting  Positioning  Enclosing |

Playdough

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| --- | --- | --- | --- | --- |
| Resources | What children might do | Learning potential, knowledge, understanding, skills, attitudes | Links to areas | Schemas |
| Dough or other malleable material  Cutters (variety of shapes and sizes), mixing bowl, Numicon pieces, cupcake cakes, bun tin, scales, plastic knives, cutters (variety of shapes), rolling pins, cake bases, boards, small pegs for decoration, plastic numbers, scissors  Language: roll, cut, flatten, pattern, half, quarter, add | Mould, squash bend, tear, fold, cut, stick, roll, arrange,  re arrange, create, decorate, make holes, design | Explore the properties of tools and materials, finding out how materials can be changes  Create and imagine rolls when playing  Design before and during making  Create a finished piece  Experiment with ways of representing things  Talk about ideas, plans and events, sometimes working on shared projects  Investigate techniques through trial and error  Cut shapes in half/quarters | Prime:  Communication  Imagine roles in play  Articulate ideas in sentences  Use talk to help solve problems  PSE  Share resources and discuss ideas with friends  PD  Develop small motor skills  Use range of small apparatus safely  Encourage development of fine motor skills/muscle development in the hand | Rotating  Enclosing  Enveloping  Positioning  Orientating |

Water

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| --- | --- | --- | --- | --- |
| Resources | What children might do | Learning potential, knowledge, understanding, skills, attitudes | Links to areas | Schemas |
| **Inside**: cylinders, boats, jewels, numbered ducks, water wheels, pipets, containers, water books, bubble mixture  **Outside**: sponges, large trugs, paintbrushes, large measuring jugs, large water tray, guttering, tuff box and stand, water pumps, sink plungers, balls, small world water animals  Language: wet, dry, soaking, roll quickly, slippery, running, trickle, flowing, stream | Pour, mix, swirl, soak up, sponge, brush, drip, make bubbles, make potions, add to other materials | Explore the properties of water (steam, ice), finding out how materials can be changed  Explore own strength moving water in buckets and trugs  Explore how to move water from one area to another  Talk about capacity  Talk about ideas, plans and events, sometimes working on shared projects | Prime:  Communication  Articulate ideas in sentences  Use talk to help solve problems  PSE  Share the resources and work as a team  PD  Develop small and gross motor skills  Use range of small apparatus safely | Enclosing  Transporting  Connecting  Positioning |

Sand

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| --- | --- | --- | --- | --- |
| Resources | What children might do | Learning potential, knowledge, understanding, skills, attitudes | Links to areas | Schemas |
| **Inside**:  Spades, buckets, sieves, scoops, dinosaurs, rakes, jewels  **Outside**: large small world water animals, cars, buckets, large spades, shells,  Language: wet and dry sand, digging, down, up, hole, sandcastle, mould, shapes, treasure | Tap, pat, dig, mould, sieve, create, tunnel, shape it, sprinkle | Explore the properties of wet sand/ dry sand  Explore own strength digging and carrying buckets of wet sand  Explore how to make the perfect mould  Talk about capacity  Talk about ideas, plans and events, sometimes working on shared projects | Prime:  Communication  Articulate ideas in sentences  Use talk to help solve problems  PSE  Share the resources and work as a team  PD  Develop small and gross motor skills  Use range of small apparatus safely | Enclosing  Transporting  Positioning  Orientation |

Role Play

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| --- | --- | --- | --- | --- |
| Resources | What children might do | Learning potential, knowledge, understanding, skills, attitudes | Links to areas | Schemas |
| **Inside**: kitchen, dolls, cutlery, crockery, table and chairs, washing machine, keyboard, phones, calculators, hats and gloves, dressing up clothes  **Outside**: dressing up – police/firemen, scarves  Language: development of receptive and expressive language | Mental representations  Transform objects  Symbolic action  Interactive dialogue  Negotiation  Improvisation | Explore the properties of water (steam, ice), finding out how materials can be changed  Explore own strength moving water in buckets and trugs  Explore how to move water from one area to another  Talk about capacity  Talk about ideas, plans and events, sometimes working on shared projects | Prime:  Communication  Imaginary play  PSE  Cooperate  Develop confidence  Work independently  Work as part of a group  Use language of social interaction  Reflect on feelings  PD  Develop fine motor skills  Develop coordination  The world | Trajectory  Enclosing  Enveloping  Transporting  Positioning |

Natural resources

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| --- | --- | --- | --- | --- |
| Resources | What children might do | Learning potential, knowledge, understanding, skills, attitudes | Links to areas | Schemas |
| **Inside**: jewels, rocks, corks, pine cones, shells, little tubs, ice cube trays, materials  **Outside**: large stones, large shells, wicker objects  Language: created, design, express, enclose, pile, stack, on top, next to, under, beside, close, line up, patterns | Line up, enclose, place, imagine with, create transient art, pile up | Use the resources to imagine roles  Play in form of object substitution  Use the resources to add details to other creations  Count, sort and classify objects  Develop fine motor skills  Develop positional language | Prime:  Communication:  Talk about what the object has become  Imagine roles  Develop language  PSE  Share the resources and work as a team  PD  Develop small and gross motor skills | Enclosing  Enveloping  Transporting  Connecting  Positioning  Orientation |

**Impact:**

**How the adult can support and extend whilst working alongside focus/any children in EYFS**

Observe and evaluate children interests

Model verbalising internal dialogue to overcome challenges

Comment on actions and model relevant techniques

Respond to requests for help

Encourage repetition over time

Help to review work

Encourage emerging schemas by noticing, verbalising and extending (look at further examples of doing that schema and encourage these too)

Ask open ended questions:

**Our 8 curricular goals:**

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| --- | --- | --- | --- |
| 1, write first and last name | | | |
| First milestone: | Second milestone: | Third milestone: | Fourth milestone: |
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| --- | --- | --- | --- |
| 2. create a song and dance to perform | | | |
| First milestone: | Second milestone: | Third milestone: | Fourth milestone: |
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| --- | --- | --- | --- |
| 3. design, make and play a maths game | | | |
| First milestone: | Second milestone: | Third milestone: | Fourth milestone: |
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| --- | --- | --- | --- |
| 4. make a toy for a baby | | | |
| First milestone: | Second milestone: | Third milestone: | Fourth milestone: |
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| --- | --- | --- | --- |
| 5. create playdough | | | |
| First milestone: | Second milestone: | Third milestone: | Fourth milestone: |
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| --- | --- | --- | --- |
| 6. make something bigger than you | | | |
| First milestone: | Second milestone: | Third milestone: | Fourth milestone: |
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| 7. read a simple story to a friend or the class! | | | |
| First milestone: | Second milestone: | Third milestone: | Fourth milestone: |
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| --- | --- | --- | --- |
| 8. write a simple three-line story | | | |
| First milestone: | Second milestone: | Third milestone: | Fourth milestone: |
|  |  |  |  |