**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:**

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| --- | --- | --- | --- |
|  | **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) | ButterfliesSunflower 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 | TLCsInformation session on reading | Stay and Play week 3 | TLCsInformation session on maths  | Stay and Play week 3 | Open EveningCelebration 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 vocabularyNonfiction: 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 – chatterboxesSet 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 orderKey text – either book of the week or story voteMark making/writing/forming letters  | Read individual letters by saying the sounds for themBlend sounds into words so they can read short wordsRead 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 wordsRe read phonetically decodable books to build up confidence in word reading, fluency, enjoyment and understanding |
| PhonicsChapter 1/2 (satp/ inmd)Focus on: rhyme/ repetition/alliteration/ music patterns/listening gamesTeach aural blending/ segmentingComprehensionBook of the weekListen to and join in with nursery rhymes/stories | PhonicsChapter 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 wordsComprehensionStory of the weekIntroduce key words: title, blurb, authorEncourage the reading of meaningful print, shop signs/child’s name | PhonicsChapter 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 wordsStart to read captions/ model sentence writingComprehensionStory of the weekDiscuss the **characters** in books being readEnjoy looking at books independentlyTo recall a story plotTo learn a nursery rhyme by heart  | PhonicsChapter 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 wordsRead captions/sentence writingFocus on digraphs in real and alien words – highlight themComprehensionStory of the weekDiscuss the **setting** of stories and the **plot**Enjoy sharing books with buddies | PhonicsRecap chapter 3 Continue teaching aural blending/ segmenting, reading VC/CVC/CCVC/CVCC wordsRead captions/sentence writing, focus on digraphs in real and alien words – highlight themComprehensionStory of the weekTo discuss key questions/vocabulary about the story | PhonicsRecap chapter 3 Continue teaching aural blending/ segmenting, reading VC/CVC/CCVC/CVCC wordsRead captions/sentence writing Focus on digraphs in real and alien words – highlight themComprehensionStory of the weekTo discuss key questions/vocabulary about the story |
| Dear ZooBrown Bear Brown Bear FunnybonesSupertato | Hungry Hen The nativity | Goldilocks and just the one bearThe Jolly PostmanMr Wolf and the three bearsGive us a smile CinderellaThree Little Pigs – retellNursery rhymes – know by heart | The easter storyEgg drop Spinderella  | Jack and the incredibly mean stalkThe Very Hungry Caterpillar & info books on caterpillars Hello Mr WorldSomebody Swallowed Stanley What makes us special? | Whatever NextHanda’s surpriseFrench Week Ali and the magic carpet Transition to Y1 power point info  |
| You Choose – use as group reader Only one youHugTitchRhyming books – Hairy Mclarey series  | Green Eggs and HamLittle Rabbit Foo FooEach Peach Pear PlumInfo books on celebrations | Recipe for a story Gingerbread manLittle Red Riding HoodGoldilocks and the Three BearsSnow white and 7 dwarfs The Little Red HenAny traditional stories  | Rosie’s WalkOn the Way HomeSix Dinner SidThe GruffaloWhere the Wild Things AreInfo books on science topicsKipper stories by Mick Inkpen | Mr wolfs week Farmer DuckOwl BabiesJaspers Bean StalkIn the GardenThe Tiny Seed Info books on places  | The Train RideMr Gumpy’s OutingGoing on a Bear HuntSuddenly 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 phraseHelicopter Stories with focus childrenDaily name writing – include surname in Summer term Opportunities to write in all areas of continuous provision  |
| MathematicsWhite Rose  | Baseline**Just like Me**Match and sort Compare amounts Compare size, mass, capacityExplore 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 zeroComparing numbers to 5Composition of 4, 5Compare 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 groupingEven & oddSpatial reasoning Visualise and build **On the move** Deepening understanding Patterns and relationshipsSpatial reasoning, mapping  |
| Daily counting – maths meeting (dinner numbers) Patterns – jigsaw of the dayNumber 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 picsOrienteering – 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 schoolUnderstand 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 weekRecognise 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 playExplore, 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 baselineMaths baseline | Pen PicsPhonics & MathsUpdate TT steps | Pen PicsPhonics & Maths Update TT steps | Pen PicsPhonics & MathsUpdate TT steps | Pen PicsPhonics & MathsUpdate TT stepsFinal data  | Pen PicsPhonics & MathsUpdate 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 Y1Reading 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 glueLanguage: 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 togetherMake things for own purposeDesign before and during makingCreate a finished pieceExperiment with ways of representing thingsTalk about ideas, plans and events, sometimes working on shared projectsInvestigate techniques through trial and error | Prime:CommunicationUse new vocabulary in the dayArticulate ideas in sentencesUse talk to help solve problemsPSEShow resilience and perseverancePDDevelop small motor skillsUse 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 makingCreate a finished pieceExperiment with ways of representing thingsTalk about ideas, plans and events, sometimes working on shared projectsInvestigate techniques through trial and errorCut shapes in half/quarters | Prime:CommunicationImagine roles in play Articulate ideas in sentencesUse talk to help solve problemsPSEShare resources and discuss ideas with friends PDDevelop small motor skillsUse range of small apparatus safelyEncourage development of fine motor skills/muscle development in the hand  | Rotating Enclosing EnvelopingPositioningOrientating  |

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 animalsLanguage: 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 changedExplore 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:CommunicationArticulate ideas in sentencesUse talk to help solve problemsPSEShare the resources and work as a teamPDDevelop small and gross motor skillsUse range of small apparatus safely | EnclosingTransportingConnecting 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 sandExplore how to make the perfect mould Talk about capacity Talk about ideas, plans and events, sometimes working on shared projects | Prime:CommunicationArticulate ideas in sentencesUse talk to help solve problemsPSEShare the resources and work as a teamPDDevelop small and gross motor skillsUse range of small apparatus safely | EnclosingTransporting 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, scarvesLanguage: development of receptive and expressive language  | Mental representations Transform objectsSymbolic actionInteractive dialogue NegotiationImprovisation | Explore the properties of water (steam, ice), finding out how materials can be changedExplore 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:CommunicationImaginary play PSECooperate Develop confidenceWork independently Work as part of a group Use language of social interaction Reflect on feelings PDDevelop fine motor skills Develop coordinationThe world  | Trajectory Enclosing Enveloping TransportingPositioning  |

Natural resources

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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 objectsDevelop fine motor skills Develop positional language  | Prime:Communication:Talk about what the object has become Imagine roles Develop language PSEShare the resources and work as a teamPDDevelop small and gross motor skills | EnclosingEnveloping TransportingConnecting 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: |
|  |  |  |  |