EYFS Curriculum

**Intent**

Our EYFS curriculum is coherently planned and sequenced across the academic year. Purposeful links between different areas of learning and development are built in to thematic half terms, supporting the children to acquire fundamental knowledge and skills and make links as they experience different areas of their learning. Children’s individual needs are also considered, and teachers take the time to identify their interests, strengths and areas for development and then plan experiences and opportunities that will motivate and challenge them. The curriculum is supported by an engaging environment which is under development. It provides indoor and outdoor space for child-initiated learning opportunities as well as promoting collaborative class learning

Our across-school learning weeks ensure that our EYFS pupils are engaged in the school community. Through carefully crafted planning they participate in assemblies, debates, themed days, outings and learning opportunities alongside their siblings, which provides academic ambition as well as family cohesion. They soon become confident members of a busy community and develop appropriate resilience as they form relationships with a wide variety of Willow Brook adults and children and establish structure and routine.

All groups of learners demonstrate good progress from their individual starting points as a result of the high expectations of a team of experienced adults. The school is quick to identify and support pupils with additional needs, including those with complex SEND. A programme for transition ensures that initial visits, parent information meetings and invitations to whole school events promote a smooth September start for all.

Staff recognise that the quality of interaction and modelling during learning sessions and child-initiated activity is essential. The development of language and oracy is at the heart of this. Children are taught to ‘wonder’, question and think aloud as they interact and engage, whatever the area of learning. In number work, children experience a ‘concrete, pictorial, abstract’ approach that gives children of all abilities a chance to see, think and respond.

A child’s learning journey is recorded in curriculum books, where evidence of progress against aims and milestones are noted. Records of Achievement start in the first term of EYFS and capture moments of pride during their school learning journey.

Systematic teaching of phonics, using a carefully selected scheme alongside a matched home/school reading programme ensures that children achieve well in early English skills. (The Oxford Reading Tree books continue through to key stage 2 and Floppy’s Phonics is now being embedded for daily teaching across the phases.) Weekly home learning tasks which focus on early number recognition, reading and phonics communicate key objectives to parents and a Reading Record book establishes a dialogue around books and reading skills.

**Implementation**

Lesson observations, work reviews and link governor visits identify good level of engagement, attainment and progress. Key strengths identified through lesson observations have included…

Reading books are closely matched to phonics teaching. Children benefit from both independent and group reading opportunities and have weekly visits to the school library. Focusing cross curricular weekly planning on key texts promotes an early love of story as well as a considered approach to embedding narrative structure and delivering memorable streams. Parents visit the classroom to interact in a weekly reading session in which staff model positive interaction and strategies. A home/school reading communication book is a daily record of progress and a child’s positive foundation.

Number work is taught systematically and results in children applying mathematical skills in written and oral activities. Daily input combines whole class teaching with independent and group activities all of which are matched to engage pupils of all abilities.

The curriculum has specific content to support pupils in developing healthy lifestyles and staying safe. Technology (table touch screen and flip books, for example) is used to reinforce learning, motivate and build independent skills.

Parental involvement and engagement is encouraged. Parents are typically welcome to attend activities throughout the school year to build relationships and feel a part of the community. Interactions continue upon a daily basis through home school communication books as well as meetings over the year. Teachers typically provide parents with information to help them to support their child at home (eg: phonics & reading information evenings/videos).

Parents also share ‘wow’ moments with school – these are milestones and events children have experienced at home. Teachers then share these with their peers and display them in class.

Our EYFS is very much a part of Willow Brook’s whole-school ethos. Our youngest children learn so much from being integrated into assemblies, playtimes, a family style lunch service and themed days. Our older children become ‘reading buddies’, playleaders and encouragers and are instrumental in developing early confidence as well as being positive role models.

**Impact**

Extensive efforts and continuous drive for improvement (led by EYFS leader) have resulted in consistently good levels of attainment and progress. These have been achieved by a concerted focus on developing provision to respond to the needs of groups and individuals.

School’s percentage of children meeting and exceeding a Good Level of Development (GLD) has been at or above national levels for all pupils (cite years).

Whilst 2021 data is based on ‘partial school reported data’ the cohort was number 1 when ranked against the 81 county schools for GLD and ELD and was significantly above national statistics.

In 2019, all ELG measures were well above national for pupils reaching the expected standard, falling into the top quintile and ranking the school 28th out of 255 schools who returned data. (2019 is most recent performance data).

Pupils attaining the expected or exceeding standard in reading in 2019 was 82% (compared to 77% national) and 86% of pupils attained the expected or exceeding standard in number, compared to 80% nationally.

For those working below expected levels, the progress from starting points is evident.

Areas for development are informed by a range of self-evaluation activities ranging from formal CPD and networking to inhouse shared peer support and team meetings.

Children are proactive in accessing independent and continuous provision activities and lesson observations show the high levels of engagement. Independent and small group challenge-based provision results in pupils developing skills and attitudes in all areas and having good levels of independence, knowledge and curiosity.

Children have the key skills necessary to access and succeed in Year 1. Pupils move from EYFS to Year 1 seamlessly as a result of transition systems in place and collaborative teaching. Progress continues to be scrutinised from baseline to the end of KS1.

Children respond to the wide range of positive reinforcement and reward systems. These, in partnership with a focus on independence and self-management result in positive behaviour and an understanding of co-operation and respect. Pupils develop independent choices to keep themselves safe and to support and care for others. Personal, Social and Emotional ELGs were above national outcomes for expected and exceeding. (2019)

Children’s work and personal achievements are celebrated and acknowledged through whole school systems. They take into account children’s starting points and personal development. Our ‘5 C’s’ ethos is well embedded within the class. There is a high expectation placed on all staff within Early years that a warm, welcoming environment is provided where children feel safe, secure, stimulated and happy.

Long term plan

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|  | Autumn 1  Traditional Tales  **Baseline Assessment** | Autumn 2  Traditional Tales Continued / Nativity | Spring 1  Ordinary and Extraordinary Superheroes | Spring 2  Whole School Topic  Science week | Summer 1  All Creatures Great and Small | Summer 2  Whole School Topic  **Link to ELGs** | Early Learning Goals |
| Communication and Language | Talk for writing: retelling fairy tales, using story language  Understand how to listen carefully and why listening is important.  Learn new vocabulary around story.  .  Use new vocabulary through the day.  Engage in story times.  Ask questions to find out more and to check they understand what has been said to them. | Nativity rehearsal  Listen to and talk about stories to build familiarity and understanding.  Listen carefully to rhymes and songs, paying attention to how they sound.  Learn rhymes, poems and songs. | Articulate their ideas and thoughts in well-formed sentences.  Connect one idea or action to another using a range of connectives.  Describe events in some detail.  Use new vocabulary in different contexts. | Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. | Engage in non-fiction books – animal fact books.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.  Develop social phrases.  Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.  – link to Julia Donaldson familiar stories. | 1. **LA&U ELG**   Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;  Make comments about what they have heard and ask questions to clarify their understanding;  Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.  **Speaking ELG**  Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;  Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;  Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. | |
| Personal, Social and Emotional Development | Daily routines and independence  Building class friendships – circle games / playtime games.  Y6 buddy  Express their feelings and consider the feelings of others. | Identify and moderate their own feelings socially and emotionally. | Show themselves as a valuable individual.  Build constructive and respectful relationships. | Manage their own needs,  Think about the perspective of others. | Show resilience and perseverance in the face of challenge. | **Self-Regulation ELG**  Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;  Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;  Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.  **Managing Self ELG**  Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;  Explain the reasons for rules, know right from wrong and try to behave accordingly;  Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.  **Building Relationships ELG**  Work and play cooperatively and take turns with others;  Form positive attachments to adults and friendships with peers;  Show sensitivity to their own and to others’ needs. | |
| Physical Development | **Dance**  gross/fine motor skills – correct pencil grip  Dressing and undressing for PE.  Progress towards a more fluent style of moving, with developing control and grace.  .  Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.   1. Further develop the skills they need to manage the school day successfully:- lining up and queuing - mealtimes- personal hygiene. | **Production Dance**  Handwriting pattern books  Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. | **Gymnastics**  Letter formation books  Develop the foundations of a handwriting style which is fast, accurate and efficient. Ongoing throughout the year  Revise and refine the fundamental movement skills they have already acquired:- rolling- crawling - walking - jumping - running - hopping - skipping – climbing   1. Know and talk about the different factors that support their overall health and wellbeing:- regular physical activity- healthy eating- toothbrushing- sensible amounts of ‘screen time’- having a good sleep routine- being a safe pedestrian (link to people who help us). | **Multiskills**  Letter formation books   1. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. 2. Develop overall body-strength, balance, co-ordination and agility. 3. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. | **Playground Games**  Letter formation books   1. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. | **Sports Day preparations**  Letter formation books  Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming  **Gross Motor Skills ELG**  Negotiate space and obstacles safely, with consideration for themselves and others;  Demonstrate strength, balance and coordination when playing;  Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.  **Fine Motor Skills ELG**  Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;  Use a range of small tools, including scissors, paint brushes and cutlery;  Begin to show accuracy and care when drawing. | |
| Literacy  Phonics: Floppy’s Phonics scheme | Texts:   * Goldilocks and the three bears * Little Red Riding Hood * The Gingerbread Man * Jack and the Beanstalk   Read individual letters by saying the sounds for them.  . | Traditional tales continued  Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. | Texts:   * Supertato * The princess in Black  1. Read some letter groups that each represent one sound and say sounds for them. 2. Read a few common exception words matched to the school’s phonic programme.   Spell words by identifying the sounds and then writing the sound with letter/s | 1. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.   Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. | Text:  Animal stories by Julia Donaldson:   * the gruffalo * monkey puzzle * snail and the whale   Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  Form lower-case and capital letters correctly.  Re-read what they have written to check that it makes sense. | **Comprehension ELG**  Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;  Anticipate – where appropriate – key events in stories;  Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.  **Word Reading ELG**  Say a sound for each letter in the alphabet and at least 10 digraphs;  Read words consistent with their phonic knowledge by sound-blending;  Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.  **Writing ELG**  Write recognisable letters, most of which are correctly formed;  Spell words by identifying sounds in them and representing the sounds with a letter or letters;  Write simple phrases and sentences that can be read by others. | |
| Mathematics | Count objects, actions and sounds to 10.  Reciting numbers from 0-10 and beyond , number rhymes & songs  Subitising to 6  Numbers within 5  Counting up to 10 objects from a larger group  Count objects, actions and sounds.  Subitise. | Putting 0-10 in order  Number bonds to 5  Introduce number of the week (0-10)  Repeating patterns  one more/one less than  Link the number symbol (numeral) with its cardinal number value.  Understand the ‘one more than/one less than’ relationship between consecutive numbers.  Explore the composition of numbers to 10.   1. Continue, copy and create repeating patterns. | Order numbers 1-15.  Number of the week 11-15 (number composition using 10 frames)  practical addition and subtraction to 10  Count beyond ten.  Compare numbers.  Select, rotate and manipulate shapes in order to develop spatial reasoning skills. | Ordering numbers 1-20.  Number of the week 16-20 (number composition using 10 frames)  Numberbonds to 10  Maths assessment – number recognition and 1:1 counting.  Estimation  Data handling and pictograms.  Measures: Length, Capacity, weight  Automatically recall number bonds for numbers 0–10.   1. Compare length, weight and capacity. | Ordering numbers 1-20.  Numberbonds to 5 – subtraction facts.  Numberbonds to 10.  Doubling facts to 10  halving numbers.  addition and subtraction to 20.  Odd and even numbers   1. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. | Ordering numbers to 20  sharing numbers equally  numberbonds to 10  odd and even numbers  2d and 3d shape  addition and subtraction to 20.  **Number**  Children at the expected level of development will:  - Have a deep understanding of number to 10, including the composition of each number;  - Subitise (recognise quantities without counting) up to 5;  - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.  **Numerical Patterns**  Children at the expected level of development will:  - Verbally count beyond 20, recognising the pattern of the counting system;  - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;  - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. | |
| Understanding the World | Special Books of Me  Celebrations that are important to me  Comment on images of familiar situations in the past.  Compare and contrast characters from stories, including figures from the past.  Talk about members of their immediate family and community.  .  Recognise that people have different beliefs and celebrate special times in different ways. | Nativity | The stories Jesus told  People who help us within our community: everyday superheroes: police, doctors, fire service etc. Parent’s invited in to talk about their job roles.  Name and describe people who are familiar to them.  Draw information from a single map  Understand that some places are special to members of their community. | Easter  Outdoor learning: weather (sun wind rain)  Science week: floating and sinking  Recognise some similarities and differences between life in this country and life in other countries. | Outdoor learning: minibeasts  Animals from around the world.  School trip to the zoo.  Explore the natural world around them.  Describe what they see, hear and feel whilst outside.  Recognise some environments that are different to the one in which they live.  Understand the effect of changing seasons on the natural world around them. | **Past and Present ELG**  Talk about the lives of the people around them and their roles in society;  Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;  Understand the past through settings, characters and events encountered in books read in class and storytelling;  **PC&C ELG**  Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;  Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;  Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.  **The Natural World ELG**  Explore the natural world around them, making observations and drawing pictures of animals and plants;  Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;  Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | |
| Expressive Art and Design | **Imagine: Words to pictures.**  **(initial representation)**  **Self portaits**  **Illustration – characters**   1. Explore, use and refine a variety of artistic effects to express their ideas and feelings. 2. .   Listen attentively, move to and talk about music, expressing their feelings and responses.  Watch and talk about dance and performance art, expressing their feelings and responses. | **Mixed media collage – feeling media and texture.**   1. Return to and build on their previous learning, refining ideas and developing their ability to represent them.   Sing in a group or on their own, increasingly matching the pitch and following the melody. | **Building Tropolis!**  **Box modelling a city scape – architects.**  Create collaboratively sharing ideas, resources and skills | **Colour mixing – shade/dark/light**  Develop storylines in their pretend play. | **Observational drawing: spring flowers** | **Clay manipulation (building up from playdough)**  **Creating materials ELG**  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;  Share their creations, explaining the process they have used;  Make use of props and materials when role playing characters in narratives and stories.  **BI&E ELG**  Invent, adapt and recount narratives and stories with peers and their teacher;  Sing a range of well-known nursery rhymes and songs;  Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. | |