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| **The EYFS Curriculum at Excalibur**  The Early Years Foundation Stage 2023/24 | | | | | | |
| The EYFS has 7 areas of learning.  **The Prime** areas are: communication and language, physical development and personal, social and emotional development.  **The Specific** areas are: literacy, mathematics, understanding the world and expressive arts and design.  Each area involves the children in activities and experiences that facilitate learning and take into account the background and interests of the children as well as local, national and international events (e.g. National bee day or Diwali).  The Characteristics of Effective Learning **playing and exploring**, **active learning** and **creating and thinking critically** permeate through all 7 areas of learning.  By the end of the EYFS, the children are assessed against the Early Learning Goals (17 statements within the 7 areas).  ‘Development Matters’ contains non-statutory curriculum guidance for the EYFS. It offers a top level view of how children develop and learn. The guidance sets out the pathways of children’s development in broad ages and stages (0-3 year olds, 3-4 year olds and, reception).  ***“Language is the foundation of children’s learning and thinking. The development of children’s spoken language underpins all seven areas of learning and development”*** (Development Matters). With that in mind children’s communication and language is at the heart of our curriculum. | | | | | | |
| **Expectations**  On entry at Excalibur, most children start broadly in line with the national average, working securely at the 3-4 year old statements from Development Matters. When they leave the EYFS most children’s development will be working securely in the reception statements. Most children will achieve a Good Level of Development (typically around 78%). Children are defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they have achieved at least the expected level for the ELGs in the prime areas of learning and the specific areas of mathematics and literacy. When children who do not achieve a GLD it is usually due to their C&L and/or fine motor skills. They are usually summer born.  **Shaping the Curriculum**  PSED is crucial for children to lead happy and healthy lives. At Excalibur we use ‘My Happy Mind’ and SCARF across the whole school. In September 2022 we introduced the ‘No Outsiders’ project. Our children come from many different settings and we allow them time and provide experiences so that they can develop warm and supportive relationships with adults in the setting. We build on previous learning on ‘The Colour Monster’ used by some of our feeder nurseries to help our children understand their own feelings and the feelings of others. Children are supported to manage emotions, develop a positive sense of self and set themselves simple goals. We have an annual visit from the Life Education team, where children learn about different factors that support their overall health and well-being. These are built upon and referred to through the year and then as children move through the school.  Observations of our children on entry show that a number of children use a fisted grip (1-2 years) or digital pronate grasp (3-4 years) to hold tools and mark making implements. With some children switching hands as they do not yet have a dominant side and the marks they make are light and they are often unable to close shapes. Our curriculum focuses on developing muscle memory and core strength through both large scale and small scale movements to help children to develop their fine and gross motor skills. We do daily ‘Dough Disco’ and ‘Funky Finger’ sessions. There is a clear progression to teach cutting skills, something our children typically arrive quite low at. At least one of our daily EMA activities a week develops cutting skills. Children have access to a wide range of tools and mark making implements in both the indoor and outdoor environment. The ‘Fundamental Skills’ programme clearly sets out how PD is taught in the EYFS in out twice weekly PE sessions. The skills are revisited in Year 1 with children demonstrating increased accuracy and skill. Use of large climbing equipment in our A frame and Trim trail areas help teach children to balance, jump, climb, assess risk and develop upper body and limb strength.  Phonics is taught using the synthetic phonics scheme RWI, which has been DFE approved. After some considerable research it was felt that this programme successfully meets the needs of our children, teaching them to read and write. The document ‘Making a Strong Start in Reception’ sets out how and when early phonics is taught. There is a clear progression and teaching sequence. The scheme sees children also developing and learning new vocabulary. A book corner, whereby books face forward and is a warm and cosy space making sharing stories inviting. It was placed next to our home corner as we had observed children sharing stories during role-play e.g. Dad reading a bedtime story to his baby. Children hear stories, poems, rhymes and songs regularly throughout the day. After researching the benefits of ‘Helicopter stories’ and more recently ‘The Poetry Basket’ (Both from Make Believe Arts) they are both now part of our EYFS curriculum. We know that reading regularly to children and actively engaging them in stories, songs, non-fiction, rhymes and poems and then providing them with opportunities to use and embed new words in a range of contexts allows them to thrive. Adults in the setting model quality conversations, interactions, story-telling and role-play. Children are encouraged to be part of this supported and challenged to share and extend their thoughts and ideas and become comfortable using a range of rich vocabulary. Talk is promoted and encouraged through the children sharing items from home during ‘Show and Tell’ sessions. Children develop their listening and questioning skills with modelling and guidance from the adult. This is then built upon in Year 1 when the children share projects they have carried out as part of home learning with their class. Our home corner is a permanent feature of our classroom throughout the year we mirror what may happen in our children’s lives and homes by enhancing the provision e.g. adding a baby and equipment when we are exploring the RE unit about welcoming babies, adding pets and a pop-up vets when we learn about animals, getting ready for celebrations such as Diwali, Christmas or Easter and decorating the home corner accordingly. Other role-play will be in a pop-up form e.g. props and costumes to support a story ‘We’re Going on a Bear Hunt’ or experience such as a wedding or a visit from the fire brigade.  The work of Karen Wilding and Antony Reddy has encouraged us to explore our teaching around early maths and number sense and ensure that our children are developing a strong grounding in number. In line with the rest of the school we use WRM. However, we also use the popular ‘Numberblocks’ and resources from the NCETM, capturing children’s interests and thirst for number through the characters and their stories. Our morning routine uses 5 then 10 frames for self-registration, as well as songs and rhymes, counting and Numicon to ensure that children are making connections and relationships and developing a deeper understanding of numbers. We have created an open ended maths rich environment whereby maths talk and maths learning can take place whenever and wherever both inside and outside. From the way our blocks are laid out in the building area, the Duplo which has to be sorted by the number of raised circles through to the range of manipulatives like pebbles, conkers and stones, maths is everywhere.  In Understanding the world children learn about their immediate locality so they learn about places around our school and grounds. They learn about familiar features such as houses, the train station and shops, building on their everyday experiences and talking about what they see in Alsager and beyond. They encounter distant places through topics and stories and when sharing personal experiences. The children observe and discuss the weather regularly during EYFS, becoming familiar with types of weather and how it can affect us such as needing coats when it is cold. The children also learn about the different jobs which people do in our community. They make maps through 3D representations and then on paper e.g. a pirate treasure map. They begin to understand that landmarks on a map are permanent. They learn and understand History by talking about the very recent past. They begin to use language like ‘yesterday’ and ‘last week’. They speak in past tense, understand places and people change over time, they are encouraged to notice difference and we use a simple timeline to record events such as ‘when I was born’, ‘when my parents were born’, ‘when the dinosaurs lived’. They use their senses to explore the world around them noticing change/difference, experimenting with textures and materials, exploring nature such as planting seeds and plants and observing how they change over time. Noticing what happens to ice on a warm day or shadows on the playground. Children are encouraged to explore, problem solve, observe, predict, think, make decisions and talk about the world around them. During their first year at school our children will explore creatures, people, plants and objects in their natural environment. When they move to Year 1 they study these in greater depth. Our Cheshire East RE scheme also begins in the EYFS. Children explore 6 key questions such as ‘How do Christians Have Special Ways of Welcoming Babies?’ There is a clear progression and teaching sequence laid out in these schemes that we adhere to.  Our expressive arts allows children an outlet for their imagination, thoughts and ideas. Our environment has been organised to allow children to freely access resources and materials to support this. The children are exposed to a range of stimuli often through stories and books such as ‘Junk DNA’ by Claire Thompson or ‘Leaf Man’ by Lois Ehlert. They then create their own responses using transient art materials. We frequently take our inspiration from nature and the changing world around us, representing patterns and change. Further up the school in Year 2 the children build on this by looking at the artist Andy Goldsworthy. Songs and rhymes happen daily and support children’s learning and language development across the curriculum. Helicopter stories allows children to tell and perform their own stories. We also learn and perform poems using the Poetry Basket. Children move expressively through music during daily ‘Dough Disco’, other songs and rhymes. Each day we begin the day with our morning song which invites the children to move in a variety of ways. Retelling stories such as ‘We’re Going on a Bear Hunt’, ‘Pumpkin Soup’ and ‘Red Riding Hood’ allow the children to retell and perform the story using movement and drama. We use Charanga to teach discrete music lessons that are built upon in Year 1. | | | | | | |
| **Curriculum aims for Autumn**  To use their senses to explore the world around them.  To build relationships with other children and adults.  To develop confidence in making their own choices, turn taking and sharing | | | **Curriculum aims for Spring**  To begin to learn their place in the wider world.  To solve problems, cooperate with others and work as part of a team. | | **Curriculum aims for Summer**  To develop independence and confidence as learners in preparation for Year One.  To value the opinions and approaches of others.  To speak in sentences and ask and answer questions. | |
| ***Intentions for Year One***  Our children will be independent learners who can plan, resource and carry out a project. They will problem solve and work as part of a team. They will share ideas and take on board the ideas of others, valuing different opinions and approaches. | | | | | | |
| **Subject** | **Area of the EYFS** | **Key skills/knowledge** | | **How we teach it** | | **Early Learning Goals** |
| **PSED** | Personal, social and emotional development  Communication and language | To recognise my own feelings  To start to understand others might feel different than I  To use strategies/language to help me deal with social situations  To ‘have a go’ | | My Happy Mind  SCARF  Life Education Service  No Outsiders  Games that require taking turns/sharing  Promoting independence  Praising the effort not the product  The power of ‘yet’ | | Self- regulation  Managing self  Building relationships  People, culture and communities |
| **PE** | Physical development | To hold a pencil comfortably  To use scissors safely and effectively  To demonstrate control over my body and other objects | | Fundamental Skills programme for PE lessons  Gross motor – bikes, scooters, outdoor equipment e.g. A frame area.  Fine motor and muscle memory: Dough disco and Funky Fingers  Scissor skills progression | | Gross motor skills  Fine motor skills |
| **Literacy:**   1. **Speaking and listening** 2. **Reading** 3. **Writing** | Communication and language  Literacy  Physical development | To ask and answer questions  To retell a story  To tell stories of my own.  To use set 1 and 2 sounds to read and write words and then phrases and sentences.  To write words, phrases and sentences that the others can read.  Describe some events in detail  To explain how things work and why they might happen | | Helicopter Stories  The Poetry Basket – oral poems and rhymes  Drawing Club  RWI phonics  Dough disco and Funky Fingers | | Listening, attention and understanding  Speaking  Comprehension  Word reading  Writing |
| **Maths** | Mathematics | To have a deep understanding of numbers to 10 and their composition, odds and evens and doubles  To recall number bonds to 5 and some to 10.  Count verbally to 20 and beyond  To recognise patterns and shapes  To compare quantities | | Daily White Rose maths input  Numberblocks/NCTEM  Karen Wilding – developing early number sense work.  Maths takes place throughout the provision  Stories e.g. Anno’s Counting Book, 10 Black Dots, The Button Box | | Number  Numerical patterns |
| **History** | Understanding the world  Literacy (comprehension)  Communication and language | To use language like ‘yesterday’ and ‘last week’.  To speak in past tense  To understand places and people change over time  To notice difference.  To use a simple timeline to record events such as ‘when I was born’, ‘When my parents were born’, ‘When the dinosaurs lived’ | | Stories  Songs about the passing of time.  Sharing personal events and experiences | | Past and present  People, culture and communities |
| **Geography** | Understanding the world  Mathematics (special awareness)  Language and communication | To learn about the immediate locality.  To learn about familiar features such as houses, community buildings and shops building on their everyday experiences.  To encounter distant places through topics and stories.  To observe and discuss the weather and the changing seasons  To learn about the different jobs which people do in our community.  To read a simple map  To understand landmarks on the map are permanent | | Exploring traditional tales e.g. making a map of Red Riding Hood’s journey or ‘We’re Going on a Bear Hunt’  Stories  Observations of the local environment e.g. Meerlake Way walk  Stories with a journey e.g. Rosie’s Walk | | People, culture and communities  The natural world |
| **Science** | Understanding the world  Communication and language  Mathematics | To explore, problem solve, observe, predict, think, make decisions and talk about the world around them.  They will explore creatures, people, plants and objects in their natural environment  To notice change/difference  To experiment with textures and materials | | Through experiences such as planting seeds.  Using their senses to play games and explore the world around them  Concrete experiences such as investigating magnets, observing ice melting  cooking e.g. making bread and soup, melting chocolate | | The natural world  Creating with materials  Self-regulation |
| **DT** | Expressive arts and design  Physical development | To use tools safely  To join materials  To talk about what we create | | Tinkering Table  Role play prop making  Make and Do area | | Fine motor skills  Creating with materials |
| **Art** | Expressive arts and design  Physical development | To mix colours  To use simple tools and materials  To talk about what we create | | Self-portraits  Observational paintings  Kapow Art Scheme | | Fine motor skills  Creating with materials |
| **Music** | Expressive arts and design | To sing a range of rhymes and songs  To clap out a rhythm  To understand different tempos.  To perform in front of an audience | | Singing  Dough Disco  Love Music Trust  Charanga  Dance/Drama lessons | | Being imaginative and expressive |
| **RE** | Personal, social and emotional development  Communication and language  Understanding of world | To celebrate difference  To talk about how Christians look after the world.  To know that Christians welcome babies in a special way.  To understand why Christians go to church.  To know that Easter is a special time for Christians.  To talk about how Jesus showed friendship to others.  To know that faiths have special books. | | Cheshire East RE scheme  Christmas performance  Church visit  Concrete experiences e.g. acting out what happens at a christening | | People, culture and communities  Building relationships |
| **Computing** |  | To programme the Codapillar or Beebot to carry out a short sequence.  To use a computer and mouse to complete a task such as complete an online jigsaw.  To create pictures by colouring and drawing.  To know simple e-safety and know when to ask a grown-up for help when online. | | Barefoot Computing Scheme  E-safety Smartie the Penguin | |  |