



HEATHFIELD

PRIMARY SCHOOL



EYFS CURRICULUM



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PRIMARY SCHOOL

Part of the
Prince Albert
COMMUNITY TRUST

EYFS VISION

For children to be confident communicators who can articulate their needs, thoughts and opinions in a socially considerate manner.

For children to be sociable individuals who can build positive relationships, showing they understand the need for empathy and kindness towards others.

For children to demonstrate independence in self-care, decision making and in leading their own learning.

EYFS DRIVERS

We have 3 key drivers that shape our curriculum:

Communication

Socialisation

Independence





EYFS CURRICULUM INTENT



Our EYFS curriculum will provide opportunities for learning at every moment of the school day. Through purposeful play, conversations and interactions, children will build knowledge and skills to prepare them for the National Curriculum and beyond.

We will provide a knowledge rich and creative curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential. We value the uniqueness of each child and recognise that children learn in different ways and at different rates.

Our philosophy promotes resilience; children are equally challenged and supported to have a positive approach to taking risks and making mistakes.

Our stimulating and inviting environment enables children to explore, investigate and learn through first hand experiences across all areas of the EYFS curriculum.

OVERARCHING PRINCIPLES OF THE EYFS

There are four guiding principles that shape our practice in early years.

These are:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through **positive relationships**
- Children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers
- Importance of **learning and development**. Children develop and learn at different rates

EYFS Framework (March, 2021)



EYFS IMPLEMENTATION



Within our curriculum, we are continuously ensuring children are provided with the opportunity to develop the characteristics of effective learning:

Playing and exploring—children investigate and experience things, and ‘have a go’

Active learning—children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

Creating and thinking critically— children have and develop their own ideas, make links between ideas, and develop strategies for doing things

In EYFS, children learn through:

Whole class input

Phonics, as well as the input for maths, is delivered by the class teacher to the whole class. This approach ensures that all children are given the opportunity to “keep up” with the learning and prevents children from being held back, widening gaps in knowledge. However, during this time, the family group leader supports the children who need additional support.

Family group sessions

Family group times are led by the family group leader in their groups of 13 (Nursery) or 15 (Reception). Family group sessions focus on a particular skill or topic across various areas of learning.

Taught sessions

Taught sessions are led by the class teacher or family group leader and are targeted sessions to develop the skills in reading, writing and mathematics. These sessions are delivered in smaller groups and are differentiated to challenge at the necessary level.

Play

Play underpins the delivery of the EYFS curriculum. The classroom environment facilitates this play, and adults play alongside children to guide and further their learning.

Adult interactions that occur throughout play, family group times and taught sessions facilitate learning and challenge individuals. Adults scaffold learning and language development through modelling and questioning.

EYFS IMPLEMENTATION

Planning

Decide how best to support, extend and teach children. Based on your observations and assessments, consider the following questions:

- Have you considered my/our interests in the planning? (child-led)
- Have you planned a specific experience or activity to teach a skill or knowledge? (adult-led)?
- How does the enabling environment and continuous provision support my/our next steps?
- What have you planned to support meaningful interactions and serve -and-return conversations?
- How will you support, extend and deepen play, interactions and learning in partnership with me/us? (Planning-in-action)

Observation

Observe children as they act and interact in their play, everyday activities and planned activities, and learn from parents about what the child does at home.

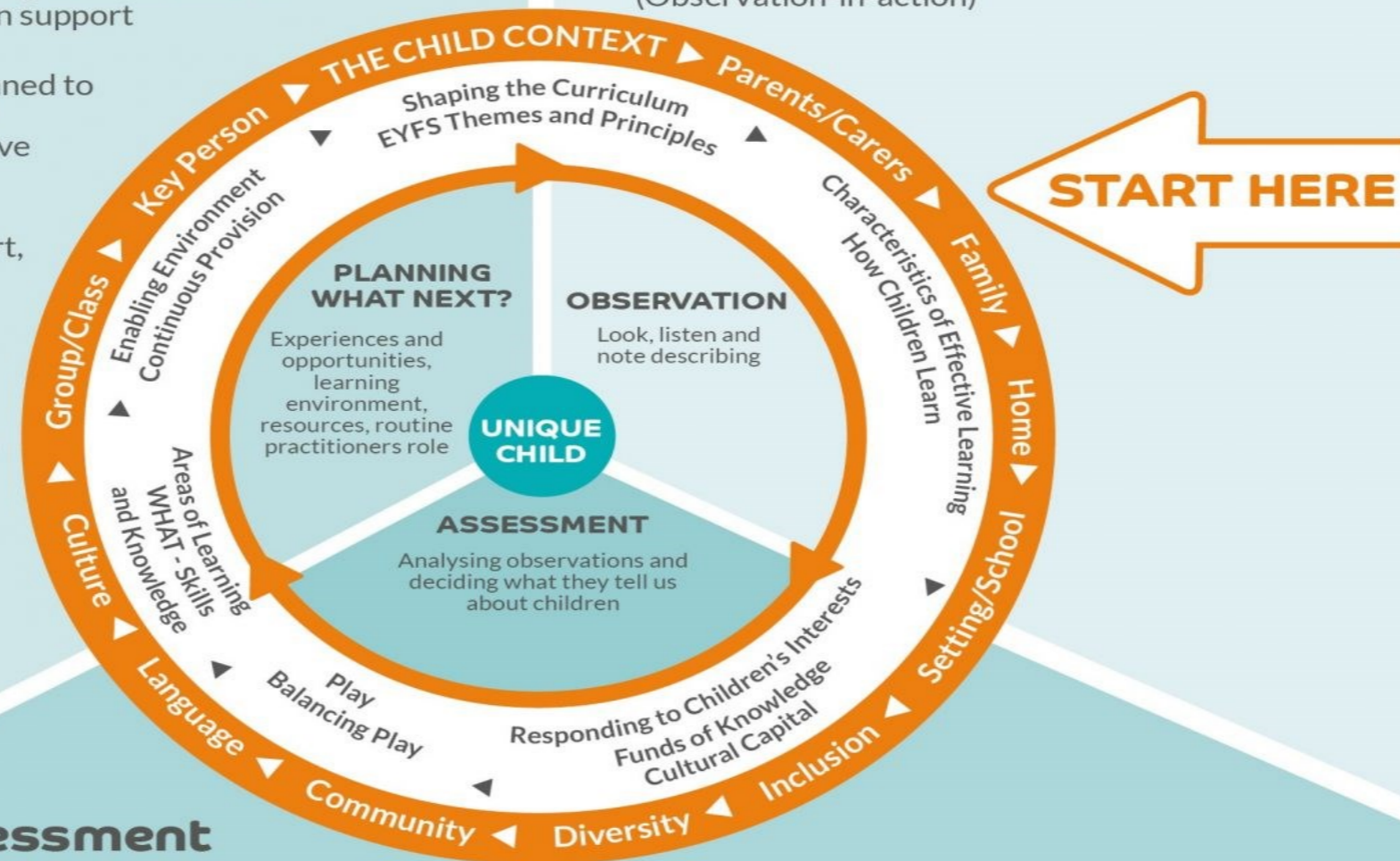
- How do you see me? On my own and with others?
- Am I involved in continuous provision?
- Have you observed while engaging with me/us? (Observation-in-action)

Assessment

Reflect on what you have noticed to help you understand the child/children.

Consider the following questions:

- How do you understand me?
- Do you understand how I feel? What I am interested in? What question may be in my mind?
- How am I approaching my learning? (Characteristics of Effective Learning)
- What have I learned and understood? (Areas of learning and development)
- What do you think is happening as you listen and engage with me/us? (Assessment-in-action)





EYFS IMPLEMENTATION



Whole Class Texts Nursery	Autumn 1 Me and my community Companion project: Exploring Autumn	Autumn 2 Animal safari Companion project: Creep, Crawl and Wriggle	Spring 1 Starry night Companion project: Winter Wonderland	Spring 2 Once upon a time Companion project: Sparkle and shine	Summer 1 Sunshine & Sunflowers Companion project: Shadows & Reflections	Summer 2 On the Beach Companion project: Moving it
Week 1	Staggered settling sessions	I'm thinking of a Pet - Charlotte Guillain	Gruffalo's Child - Julia Donaldson	Gingerbread Man	The Very Hungry caterpillar - Eric Carle	The Fish who could Wish - John Bush
Week 2	Pip and Posy: the New Friend	Handa's surprise - Eileen Browne	Owl Babies- Martin Waddell	Goldilocks and the three bears	Errol's Garden - Gillian Hibbs	The Pirates are Coming - John Condon
Week 3	My Mum - Anthony Browne	Monkey Puzzle - Julia Donaldson	Handa's Noisy Night- Eileen Browne	The Little Mermaid	RSPB - My first book of Garden Bugs	Creature Feature Oceans Board Book
Week 4	My Dad - Anthony Brown	Book of Animals Here we are - Oliver Jeffers	How to Catch a Star- Oliver Jeffers	The Three Billy Goats Gruff	The Foggy Foggy Forest - Nick Sharratt	Commotion in the Ocean - Giles Andrae
Week 5	Leaf Man - Lois Ehlert (Companion Project)	The bug hotel Pip and Posy	Night Monkey, Day Monkey- Julia Donaldson	First Book of Ramadan	Bee- Britta Teckentrup	Say Goodbye, Say Hello - Cori Doerfeld
Week 6	The Gruffalo - Julia Donaldson	Walking through the Jungle- Julie Lacome	Peace at Last- Jill Murphy		Sam plants a sunflower - Kate Petty	Sea, Sand, Me! - Patricia Hubbell
Week 7	Lost and Found - Oliver Jeffers	Have you seen elephant? - David Barrow				
Week 8						



EYFS IMPLEMENTATION



Whole Class Texts Reception	Autumn 1 Let's Explore Companion project— Build it up	Autumn 2 Marvelous Machines Companion project— Puppets and pop ups	Spring 1 Once Upon a Time Companion project— Sparkle and shine	Spring 2 Ready Steady Grow Companion project— Signs of Spring	Summer 1 Dangerous Dinosaurs Companion project— Puddles and rainbows	Summer 2 Big Wide World Companion pro- ject—Splash!
Week 1	<i>The Way I Feel</i> by Janan Cain	<i>The Most Magnificent Thing</i> by Ashley Spires	Cinderella	<i>Oliver's Vegetables—</i> Alison Bartlett and Vivian French	Cave baby - Julia Donaldson	<i>Our World: A First Book of Geography -</i> Sue Lowell Gallion
Week 2	<i>A Bit Lost</i> by Chris Haughton	<i>What Machines Do -</i> John Allan	Little Red Riding Hood	<i>The Gigantic Turnip</i>	National Geographic Little Kids: First Big Book of Dinosaurs	<i>Fatou, fetch the water -</i> Neil Griffiths
Week 3	<i>Where the Wild Things Are</i> by Maurice Sendak	<i>You can't call an elephant in an emergency-</i> Patricia Cleveland	<i>Princess and the Pea</i>	<i>Marvin Gets Mad—</i> Joseph Theobald	<i>Dear Dinosaur -</i> Chae Strathie	<i>All are Welcome -</i> Alexandra Penfold
Week 4	<i>We're Going on a Bear Hunt</i> by Michael Rosen	<i>Harry and the Robots—</i> Ian Whybrow	Rapunzel	<i>Bog Baby -</i> Jeanne Willis	<i>The Girl and the Dinosaur -</i> Hollie Hughes	<i>Clean Up -</i> Nathan Bryon
Week 5	<i>We're Going on a Bear Hunt</i> by Michael Rosen	<i>No-Not the Robot -</i> Sue Hendra	<i>Jack and the Beanstalk</i>	<i>The Extraordinary Gardener-</i> Sam Boughton	<i>Tyrannosaurus Drip—</i> Julia Donaldson	<i>Water -</i> Frank Asch
Week 6	<i>In Every House, on Every Street</i> by Jess Hitchman	<i>Hug Machine—</i> Scott Campbell	<i>Hansel & Gretel</i>	<i>Farmer Duck—</i> Martin Waddell	<i>The Colour Monster -</i> Anna Llenas	
Week 7	<i>Mr Grumpy's Outing -</i> John Burningham	<i>Machine Poems—</i> Jill Bennet				
Week 8	<i>What We'll Build -</i> Oliver Jeffers					



EYFS IMPACT



As a result of the high-quality curriculum we provide, our children leave the EYFS emotionally, socially and academically ready for their future school life. They are equipped with foundational skills, knowledge and vocabulary to succeed in the national curriculum. The children's outcomes are measured against the Early Learning Goals. At Heathfield, our children achieve above National results, as a result of our high expectations and quality provision.

Early Learning Goals

<p>Communication and Language</p> <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> 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. <p>Speaking</p> <ul style="list-style-type: none"> 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. 	<p>Personal, Social and Emotional Development</p> <p>Self-Regulation</p> <ul style="list-style-type: none"> 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. <p>Managing Self</p> <ul style="list-style-type: none"> 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. <p>Building Relationships</p> <ul style="list-style-type: none"> 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. 	<p>Physical Development</p> <p>Gross Motor Skills</p> <ul style="list-style-type: none"> 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. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> 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, paintbrushes and cutlery. Begin to show accuracy and care when drawing. 	
<p>Understanding the World</p> <p>Past and Present</p> <ul style="list-style-type: none"> 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. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> 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. <p>The Natural World</p> <ul style="list-style-type: none"> 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. 	<p>Expressive Arts and Design</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> 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. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> 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. 	<p>Mathematics</p> <p>Number</p> <ul style="list-style-type: none"> 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. <p>Numerical Patterns</p> <ul style="list-style-type: none"> 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. 	<p>Literacy</p> <p>Comprehension</p> <ul style="list-style-type: none"> 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. <p>Word Reading</p> <ul style="list-style-type: none"> 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. <p>Writing</p> <ul style="list-style-type: none"> 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.