

Early Years Foundation Stage Curriculum

Intent

At Speen Church of England School, our EYFS curriculum aim is to support our children to develop into confident, happy and independent learners. Through a nurturing environment, the children are enabled to develop the necessary skills, knowledge and attitudes to achieve fulfilling lives.

In the Early Years, the curriculum is designed to recognise the children's prior learning from their experiences. We provide first-hand learning experiences whilst allowing the children to build resilience, feel safe and secure, and celebrate differences within a nurturing environment. We offer a balance of objective led, child-initiated and adult led learning using continuous play and small group activities. Our topics are bespoke to our children and provide the cultural capital which enables them to have experiences beyond their daily lives.

We recognise that a language rich environment improves academic outcomes and is a life skill to ensure success beyond school. conversation develops children's thinking and understanding, which in turn promotes self-confidence, resilience and empathy which support the child's well-being.

At Speen School, we believe that a high-level engagement ensures high level attainment. We therefore provide an engaging curriculum that maximises opportunities for meaningful cross-curricular links and learning experiences. We promote the unique child by following children's interests and ideas and offering extended periods of play and sustained thinking to foster a lifelong love of learning both in and outside of school.

Parents and carers are a child's first educator and therefore work very closely to ensure they are involved in what we do with their child at school.

Implementation

Little Apples and Pippin Class follow the curriculum as outlined in The Early years Foundation Stage Framework 2021 which influences what we teach. We also use non-statutory guidance from Working with the Revised Early Years Foundation Stage Principles into Practice (Julian Grenier). This includes the 7 features of effective practice which guides our holistic exploration and investigations.

There are seven areas of learning and development that shape learning in the early years. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for building children's capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

- *Communication and language*
- *Physical development*
- *Personal, social and emotional development*

The four specific areas in addition to these are:

- *Literacy*
- *Mathematics*
- *Understanding the world*
- *Expressive arts and design*

Our learning is both adult led and child initiated which allows our children to explore through the characteristics of effective learning; thinking, engagement and motivation.

We have designed our Speen curriculum around our demographic and this is used to find the unique child's starting point, next steps and gives assessment opportunities to identify progress. This is subject to change each academic year based on the needs of the current cohort:

Little Apples Curricular Goals	Reception Curricular Goals
I am confident to know who to go to and how to find help when solving problems	I can respect my environment and suggest ways to solve any problems that occur in it
I can negotiate with my friends to resolve issues, bouncing back from challenging situations	Engage in discussion to solve problems and organise thinking
I can write my name	I can write my name in a short sentence
I can put my shoes, coat and apron on by myself	I can dress and organise my belongings independently
I can retell a story with puppets	I can use a familiar story to create my own
I can sing and dance showing different emotions	I can create my own dance to a piece of music
I can play the Spotty Dog game	I can play snakes and ladders
I can sew using a running stitch	I can make vegetable soup
I can talk about what makes me special	I can be a compassionate citizen of Speen School. I understand what makes Speen special and I have an awareness of other people's cultures and beliefs

Why: Children have the language of learning and are able to be resilient and keep trying when faced with learning challenges. This supports children in being confident to ask for help when they start school

I am confident to know who to go to and how to find help when solving problems	I can make a strong relationship with my key person. Increasingly, I separate confidently from my parent or carer at the start of the session and become involved in my play. I am confident to explore my environment. I can express a range of emotions.
	I take part in pretend play, communicating and negotiating with my friends. If I do not like something I will tell a person to stop. I am confident to have a go at new things. I can label emotions such as happy, sad and cross.
	I persevere with difficulties in my learning but will confidently ask for help when I am stuck. I show pride in my achievements.
	I reflect on my learning and can identify what helps me persevere through difficulties and what helps me when I find things hard.

I can respect my environment and suggest ways to solve any problems that occur in it	I understand that I should keep my school and my classroom tidy. I take care of equipment and tidy things away when I have finished with them.
	I help to take care of our school and classroom without being told to. I can work as part of a team.
	I have an awareness of how plants grow and why they are important to humans and our environment.
	I can improve my environment by growing plants and food. I understand what effect food has on my body and the importance of healthy eating. I encourage things to grow to make our world better.

Why: This supports development of empathy, talking skills and being able to express themselves

I can negotiate with my friends to resolve issues, bouncing back from challenging situations	I can communicate with friends and adults using single words or phrases.
	I can notice and attend to one other friend taking turns and offering help with adult support. I can take turns in a conversation with an adult. I can say "stop I do not like that".
	I can take turns in a conversation with one other. I can share resources, experiences and ideas with one other. I can listen to others ideas with the support of an adult. I can respond to a question by giving information on topic.

	I am able to play with others sharing what they are using with help and show awareness of the feelings of others.
	I can start a conversation with an adult or friend and continue for many turns Demonstrate management of feelings and are kind and helpful to friends Children take part in pretend play, communicating and negotiating with friends. Children can solve conflicts with adult support.

Engage in discussion to solve problems and organise thinking	I can sometimes understand simple instructions. I can talk with others to solve conflicts, sometimes needing adult support. I can start a conversation with an adult or a friend. I can respond and follow a one-step instruction.
	I can give their attention to what others say and respond appropriately, while engaged in another activity. I have developed appropriate ways of being assertive in their play. I will understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".
	I am able to help to find solutions to conflicts and rivalries. For example, accepting that not everyone can have the 'best' car and suggesting other ideas. I see myself as a valuable individual and can something positive about themselves. I can play with other children extending and elaborating play ideas. I can talk about right and wrong and the consequences involved
	I understand how to listen carefully and why listening is important. I learn new vocabulary. I use new vocabulary through the day. I ask questions to find out more and to check they understand what has been said to them. I ask questions to find out more and to check they understand what has been said to them.

Why: Children enjoy owning their name, it is part of their identity and they will have an awareness of letters and sounds and print

I can write my name	I can find my name in the classroom environment. I can hold floor chalk in one hand and draw lines and circles.
	I can find my name card and put it next to my work. I can follow the shape of the first letter of my name with my finger. I can draw swirls and zigzags with my finger.
	I can form the first two letters of my name and tell a grown-up which letter goes next. I can hold my pencil with 'pinchy' fingers (pincer grip).
	I can form each letter in my name. I can identify each phoneme and think of a common object that begins with each of the phonemes in my name.

I can write my name in a short sentence	I can hold my pencil comfortably, with a preference for a particular hand. I can form recognisable letters within my name.
	I can hold a pencil to form my name to label and caption my work.
	I can sit properly within a chair and hold a pencil to create phonetically correct cvc and cvcc words with recognisable letters to label and caption work. I can write all my name carefully and with correct directionality and a capital letter.
	I can use my phonological awareness to write simple sentences that are demarked with a capital letter and full stop.

Why: We want to give children the support and the experiences to be independent learners.

I can put my shoes, coat and apron on by myself	I can find my coat by identifying my peg. I can take off my shoes on a wet day, ready for wellies. I can find an apron when I want to paint.
	I know when I need to wear a coat and can put my arm into one sleeve on my own. I can find my wellies and put them on my feet. I know when I need to use an apron and ask for help.
	I can help a friend put their coat on. I can find my shoes, hold one in my hand and push my foot into it. I can help a friend put on an apron and fasten it.

	I can put my coat on and have a go at fastening a zip, if I cannot fasten my zip I will ask a friend to help. I can change into wellies on a wet day and then change back into my shoes. I can use an apron when I am painting then hang it back up when I am finished.
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I can dress and organise my belongings independently	I know where my peg is in the cloakroom and where my PE, water bottle, book bag and coat should go.
	I can recognise my name in different written forms to find my belongings.
	I can change my clothes on my body, even if they are not correctly placed.
	I can change my clothes independently and apply them in the correct orientation. I tidy and fold my clothing while not in use and return items to where they are stored safely without reminders or support.

Why: We want children to be able to speak in a logical sequence when expressing themselves

I can retell a story with puppets	I can sit with my friends to listen to a story. I can put a puppet on my hand and make it say 'yes' and 'no'.
	When I am in the reading area, I can find a familiar book and share it with a friend. I will turn the pages carefully. I can find puppets, costumes or props that match the story.
	When I know a story, I can join in with the rhymes and repeated lines. I can pretend to be one of the characters and answer questions.
	I can make up a story as I play. I can act this out with my friends.

I can use a familiar story to create my own	I can enjoy listening to stories, rhymes and poetry. These ideas and themes influence my own stories (helicopter stories).
	I can respond to stories that are familiar to me answering questions about character, plot and what might happen next.
	I can adapt a familiar story with my own ideas (Power of Reading techniques) using captions and labelling.
	I can invent my own story using the structure of a well-known tale using sentences.

Why: we want children to be comfortable and confident to express emotions.

I can sing and dance showing different emotions	I can join in with familiar action songs such as I Had a Little Turtle and Wind the Bobbin Up.
	I can identify different feelings by putting my picture in a happy, sad, tired jar every morning. I reflect on my feelings and review my choice throughout the day.
	Children enjoy joining in with dancing and ring games. I can follow simple instructions such as "Clap your hands" or "Let's turn around."
	I can explain how different movements and actions make me feel.
	I can explore a wide range of music from different cultural backgrounds and can describe the sudden changes I hear e.g. Loud, fast, slow etc. I can show happy, sad, angry and excited.

I can create my own dance to a piece of music	I talk and discuss my ideas with a small group at play. I make suggestions for game ideas and come up with ways to improve them.
	I contribute to class discussions, offering my own thoughts and feelings to a group of people.
	I can join in and perform familiar songs and dances in front of an audience.
	I am confident to perform and deliver my own creative dance to my class.

Why: This supports patterning, number recognition, recognition of patterns and turn taking.

I can play the Spotty Dog Game

- Children are interested in the numbers in the environment and show an interest in counting and joining in with number rhymes. I can recite numbers to 5.
- I can recite the numbers from 1 to 10 and show 1,2,3 with my fingers or other objects. I know how old I am.
- When I'm playing a board game I can wait my turn. I can find the numbers 1 - 6 inside and outside. I can count 6 toys in a set.
- When it's my go I can spin the spinner and select a dog with the same number of spots (by counting the spots). I know how many dog biscuits I have on my card without counting (subitising).

I can play snakes and ladders

- I can play within a group, sharing resources, taking turns, understanding that games are fun and not just about winning.
- I can recognise number digits and understand that numbers can be represented in many different ways. I read and use a dice and know how to record by using tally marks in a game.
- I understand the concept of more and less and follow the direction of a number track up and down to guide my counter within a game.
- I can begin to subitise within games, reading a dice and number representations and compare board positions automatically on sight.

Why: We want children to be confident in working independently and expressing creative choices

I can sew using a running stitch

- I can weave ribbons in and out of different sized frames on a large or small scale with adult support. As I grow in confidence, I begin to do this independently on a smaller scale. I can thread a string of beads.
- I can look at and describe examples and designs of sewing. I will choose coloured thread and practice threading it through the eye of a large needle. With adult support I can use scissors to cut a variety of materials.
- I can thread the needle through binka cloth using the colours I have chosen. I can think about the size of the binka cloth that I need as part of my design and can cut it out myself.
- I can think about the pattern or design I want to create. I can cut out the binka I need, choose the colour thread I want, and thread the needles. I can use running-stitch to create my pattern or design.

I can create vegetable soup

- I can use a variety of tools to create my own models with the support of an adult.
- I can create objects at random using various tools and materials and have the creative vision to tell an adult what it is or could be used for.
- I can design and build choosing appropriate materials to use and connect them together. I can describe my creation to an adult.
- I can follow instructions, use tools like peelers, knives and hammers to prepare vegetables. I can use the tools safely and with minimum support.

Why: We want children to have an appreciation of diversity and the wider world

I can talk about what makes me special

- I can make a choice based on my interests, likes and dislikes. I can identify members of my family.
- I can use role play to act out family experiences that are special to me.
- I notice differences such as gender, skin colour and disabilities in picture books and within Little Apples and the wider community.
- I can recognise similarities and differences between myself and the other children at Speen School. I can talk about what I'm good at and what makes me unique.

I can be a compassionate

- I can recognise similarities and differences between myself and the other children at Speen School. I can talk about what I'm good at and what makes me unique.
- I can show that I understand what makes me unique and can also

citizen of Speen School. I understand what makes Speen special and I have an awareness of other people's cultures and beliefs. ==	
	I can adapt my behaviour to demonstrate an appreciation of others.
	To empathise and show respect for the opinions and beliefs of others and can make connections to my own beliefs. I can name some of the school values and explain how they are relevant to all aspects of my life.

Impact

At Speen School we aim to provide firm foundations for our children's future education. Through our individualised curriculum we aim to work in partnership with parents and carers to encourage happy, confident and resilient children who are excited by school and enjoy learning.