



Tickton Primary School
Our EYFS Curriculum
'Play is our favourite way to learn'

Our Intent.

Our EYFS curriculum reflects the needs of the children in our community and we know this because we know our families and feeder settings very well. Our curriculum is a broad blend of the skills that the children need to develop and the knowledge they need to be taught. It is also the joyful experiences our children receive to embed, develop and enjoy their growing skills and knowledge.

The Educational Programmes within the Statutory EYFS Framework and the skills outlined in the Development Matters Guidance 2020 provide our curriculum foundations. We have then built on to that to ensure our children acquire the skills and knowledge that they need to meet the Early Learning Goals at the end of the EYFS and to successfully progress onto the National Curriculum. We have considered carefully what knowledge our children will need by the end of their reception year and work closely with the year 1 team and our subject leaders throughout school.

We call this the Class R 'sticky knowledge'.

How we implement our curriculum.

We recognise that play is an essential part of children's learning and as such we give it the time and recognition it deserves. Play might be child led and supported by adults or planned by adults depending on the needs of the child.

Our environment is an essential component of providing a rich and engaging curriculum and we particularly value outdoor learning. We often use the natural wonder of the changing seasons as the vehicle to deliver the curriculum and this guides us when determining the 'when and why' of any topics we choose and what we teach across the year.

We also know that children thrive when allowed to follow their own interests so we also give children the time to do just that. As skilled early years practitioners, we can do this confidently, knowing how to ensure they continue to develop the skills and knowledge they need.

We know that every interaction we have is an opportunity to teach and develop new vocabulary. We read stories, learn nursery rhymes, songs and poems. We talk with our children a lot!

We use the 'Read Write Inc.' scheme to plan and teach phonics and early reading and writing. We use the 'White Rose' maths mastery scheme to plan and teach mathematics. These schemes are used throughout the whole school so our children benefit from strong foundations, continuity, consistency and the best preparation for their next steps in education.

The impact we have.

When our children leave Class R and move onto the National Curriculum they will be: respectful, independent, sociable learners. They will engage with and respect their natural environment. They will want to read for pleasure and they will love coming to school!

Literacy – using quality stories and non-fiction, RWI phonics and get writing.

Enjoying a range of books
Hearing sounds in words – Fred games
Learning set 1 sounds – daily speed sounds
Beginning to blend cvc words – daily word time
Writing their name
Writing words, lists and phrases – Autumn, Christmas

Communication & Language

Understand how to listen carefully and why listening is important.
Learn new vocabulary – word of the week
Use new vocabulary through the day
Develop social phrases
Engage in story times. – repetitive phrases, predictions
Listen carefully to rhymes and songs, paying attention to how they sound.
Learn rhymes, poems and songs – Hello, chop chop, fox in a box
Engage in non-fiction books – seasons, harvest, Diwali

Maths – using White Rose Maths

Texts – The Button Box, Dear Zoo, It's the bear, we're going on a bear hunt, Anno's counting book, Rosie's walk, Pet the cat and his 4 groovy buttons, Kippers birthday, Peace at Last

Matching, Sorting, Comparing

Numbers 1-5

Subitising to 3

Circles triangles

1p 2p

2D shape

Days of the week

Personal, Social & Emotional Development

See themselves as a valuable individual.
Build constructive and respectful relationships.
Learning the class rules, beginning to understand our school values and learning the importance of our gold standard.

Autumn

All about me / Celebrations

Texts – Peepo, Tiger who came to tea, Little rabbit Foo, Farmer Duck, Little red hen, After the storm, Stick man, One snowy night, The jolly Christmas postman. The Christmas story

EAD

Develop story lines in their pretend play.
Each have a mini me.
Explore, use and refine a variety of artistic effects to express their ideas and feelings.
Sing on their own or in a group, increasingly matching the pitch and following the melody.

Physical Development

Revise and refine fundamental movement skills already required: rolling, crawling, walking, jumping, running, hopping, skipping climbing
Develop the overall body strength, coordination balance and agility needed to engage successfully with future PE sessions and other physical disciplines including gymnastics, sport and swimming.
Further develop the skills they need to manage the school day successfully – lining up, mealtimes, personal hygiene.

Understanding the World

Harvest. Autumn, Diwali, Bonfire night, Remembrance, Christmas
Explore the natural world around them.
Describe what they see, hear and feel whilst outside.
Name and describe people who are familiar to them.
Talk about members of their own immediate family and community.
Comment on images of familiar situations in the past. (baby pictures, tractors, Peepo)

Literacy

Enjoying a range of fiction and non-fiction books

Retelling simple stories with the aid of actions or pictures

Learning set 2 sounds

Reading confidently with set 1 sounds

Holding and writing simple sentences

Communication & Language

Ask questions to find out more and to check they understand what has been said to them.

Articulate their ideas and thoughts in well-formed sentences

Describe events in some detail.

Listen to and talk about stories to build familiarity and understanding.

Listen to and talk about selected non-fiction to develop deep familiarity with new knowledge and vocabulary.

Maths

Key texts

None the number. Zero is the leaves on the tree, A squash and a squeeze, Room on the Broom, A beach for Albert, Anno's counting book

Composition of numbers 5-10

Automatic recall of bonds to 5

2d and 3d shape

Comparing weight, mass and measure

Spring

Our wonderful World!

Texts – Roaring rockets, Little Moon, Whatever next, Q Pootle 5, The Way back home, Home, Coming to England, Peepo, Going on a bear hunt.

Physical Development

Progress towards a more fluent style of moving with developing control and grace.

Combine different movements with ease and fluency
Develop their fine motor skills so that they can use a range of tools competently, safely and confidently.

Suggested tools: pencils for writing and drawing, paintbrushes, scissors, knives, forks and spoons.
Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
Further develop and refine a range of ball skills including throwing, kicking, passing, batting and aiming.

Personal, Social and Emotional Development

Express their feelings and consider the feelings of others.

Show resilience and perseverance in the face of challenge.

Manage their own needs.

EAD

Return to and build on previous learning, refining ideas and developing their ability to represent them.

Create collaboratively, sharing ideas, resources and skills.

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.

Understanding the World

Compare and contrast characters from the stories including figures from the past.

Recognise that people have different beliefs and celebrate special times in different ways.

Understand the effects of the changing seasons on the world around them.

Recognise some environments are different to the one in which we live.

Literacy

Read simple phrases and sentences
Re-read books to build up confidence in word reading, their fluency and their understanding and enjoyment
Form lower case and capital letters correctly.
Spell words by identifying the sounds and then writing the sound with letters
Write short sentences with words with known sound-letter correspondences using a capital letter and a full stop
Re-read what they have written to check that it makes sense.

Communication & Language

Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen.
Retell a story once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
Use new vocabulary in different contexts.

Maths WRM Summer

Key texts

1 is a snail 10 is a crab
Mr. Gumpy's outing
Grandpa's quilt
The doorbell rang
Rosie's walk
Mr. Archimedes Bath
How many legs

Numbers beyond 10

Doubling sharing even odd

Adding more, taking away

Spatial reasoning

Personal, Social and Emotional Development

Identify and moderate their own feelings socially and emotionally
Think about the perspectives of others.
Transition.

Summer

Growing and Adventures!

Texts – Tadpoles promise. What the ladybird heard. The very hungry caterpillar. Then there were giants, Leaving Mrs. Ellis

EAD

Explore and engage in music making and dance, performing solo or in groups

Return to and build on previous learning, refining ideas and developing their ability to represent them.

Physical Development

Confidently and safely use a range of large and small apparatus, indoor and outdoors, alone and in a group.
Develop overall body-strength, balance, co-ordination and agility.
Develop confidence, competence, precision & accuracy when engaging in activities that involve a ball.
Develop the foundations of a handwriting style which is fast, accurate and efficient.
Know and talk about different factors that support overall health and wellbeing – exercise, healthy eating, tooth brushing, screen time, sleep routine, a safe pedestrian.

Understanding the World

Draw information from a simple map
Understand that some places are special to members of their community.
Recognise similarities and differences between life in this country and life in other countries.
Visit the farm, forest school, pond dipping

Assessment in Class R

- We complete the statutory baseline assessment with each child when they first join us. This information is collated and used solely by the government to track progress through primary school.
- We complete our own baseline assessment by getting to know each child so that we can teach next steps. This is a mainly play based approach including drawing, talking and moving.
- We carefully track progress through the year using our understanding of child development, observations, interactions, discussions with parents and 1:1 assessments. We quickly identify children who are not on track and put additional support in place.
- We assess against the statutory Early Learning Goals at the end of the year and share this information with the year 1 team and parents.