



# Landscove C of E Primary School

## EYFS Curriculum Plan



In Link Academy Trust schools, we want our children to be resilient learners; confident to explore their environment, self-motivated to build on their learning and overcome challenges and barriers to their learning as they arise. The development of vocabulary, communication and language underpins our curriculum design and empowers children to use rich and varied language to communicate effectively and interact with others. We foster and develop children's curiosity by providing broad and balanced educational opportunities to support the developing needs and interests of each child, thus enabling every child to reach their full potential.

The Characteristics of Effective Teaching and Learning are at the heart of our practice and enable the children in our schools to develop their exploration skills, resilience, perseverance, creativity, pride in their learning and the ability to think critically about their learning. In order to support child development, we consider the 'whole child' and that each and every child is unique. Teachers and support staff know how children learn and develop and provide rich, playful learning opportunities that are tailor made to the children's needs in our settings.

Early years is the foundation to give children the opportunity to learn together and flourish.

### **Vocabulary**

Children's command of vocabulary is fundamental to learning and progress across the curriculum. Vocabulary is developed actively, building systematically on pupil's current knowledge and deepening their understanding of etymology and morphology (word origins and structures) to increase their store of words. Simultaneously, pupils make links between known and new vocabulary, and discuss and apply shades of meaning. In this way, children expand the vocabulary choices that are available to them. It is essential to introduce technical vocabulary which define each curriculum subject. Vocabulary development is underpinned by an oracy culture and a tiered approach. High value is placed on the conscious, purposeful selection of well-chosen vocabulary and appropriate sentence structure to enrich access to learning and feed into written work across the curriculum.

### **Communication and Language**

Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

### **3-4 years**

Children will be learning to:

- Use a wider range of vocabulary.
- a question or instruction that has two parts, such as: “Get your coat and wait at the door”.
- Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story
- Develop their communication.
- Develop their pronunciation.
- Use longer sentences of four to six words.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play:

### **Reception**

Children will be learning to:

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary and use it through the day.
- 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.
- Connect one idea or action to another using a range of connectives.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Describe events in some detail.
- Develop social phrases.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the 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.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

### **The Characteristics of Effective Teaching and Learning**

The characteristics of effective teaching and learning are:

- **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

### **Playing and exploring**

Children will be learning to:

- Realise that their actions have an effect on the world, so they want to keep repeating them.
- Plan and think ahead about how they will explore or play with objects.
- Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing.
- Make independent choices.
- Bring their own interests and fascinations into early years settings. This helps them to develop their learning.
- Respond to new experiences that you bring to their attention.

### **Active learning**

Children will be learning to:

- Participate in routines.
- Begin to predict sequences because they know routines.
- Show goal-directed behaviour.
- Begin to correct their mistakes themselves.
- Keep trying when things are difficult.

### **Creating and thinking critically**

Children will be learning to:

- Take part in simple pretend play.
- Sort materials.
- Review their progress as they try to achieve a goal.
- Solve real problems.
- Use pretend play to think beyond the 'hear and now' and to understand another perspective.
- Know more and feel confident about coming up with their own ideas.
- Making links.
- Concentrating on achieving something that's important to them.
- Control attention and ignore distractions.

## EYFS Curriculum

We use the EYFS statutory framework educational programmes, supported by Development Matters and Birth to Five guidance, to design our curriculum. We ensure that the learning opportunities and experiences we provide are clearly linked to both the Prime and Specific areas of learning.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

These are the **prime areas**:

- communication and language
- physical development
- personal, social and emotional development

The four **specific** areas, through which the three prime areas are strengthened and applied are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

### Educational Programmes

#### **Communication and Language**

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

#### **Personal, Social and Emotional Development**

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive

relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

### **Physical Development**

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives<sup>7</sup>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

### **Literacy**

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

### **Mathematics**

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

### **Understanding the World**

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In

In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

### **Expressive Arts and Design**

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

## **Early Learning Goals**

The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs). The ELGs support teachers to make a holistic, best-fit judgement about a child's development, and their readiness for year 1. When forming a judgement about whether an individual child is at the expected level of development, teachers draw on their knowledge of the child and their own expert professional judgement. This is sufficient evidence to assess a child's individual level of development in relation to each of the ELGs.

### **Communication and Language**

#### **ELG: Listening, Attention and Understanding**

Children at the expected level of development will:

- 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.

#### **ELG: Speaking**

Children at the expected level of development will:

- 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**

#### **ELG: Self-Regulation**

Children at the expected level of development will:

- 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.

#### **ELG: Managing Self**

Children at the expected level of development will:

- 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.

#### **ELG: Building Relationships**

Children at the expected level of development will:

- 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**

#### **ELG: Gross Motor Skills**

Children at the expected level of development will:

- 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.

#### **ELG: Fine Motor Skills**

Children at the expected level of development will:

- 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**

### **ELG: Comprehension**

Children at the expected level of development will:

- 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.

### **ELG: Word Reading**

Children at the expected level of development will:

- 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.

### **ELG: Writing**

Children at the expected level of development will:

- 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**

### **ELG: 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.

### **ELG: 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**

#### **ELG: Past and Present**

Children at the expected level of development will:

- 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.

#### **ELG: People, Culture and Communities**

Children at the expected level of development will:

- 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.

#### **ELG: The Natural World**

Children at the expected level of development will:

- 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 Arts and Design**

#### **ELG: Creating with Materials**

Children at the expected level of development will:

- 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.

## **ELG: Being Imaginative and Expressive**

Children at the expected level of development will:

- 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.

### **Our personalised approach**

At Landscope Primary, we have a single-entry reception class with a maximum of 15 children.

We follow the EYFS Framework, developing the children's learning through topic lead teaching and learning.

We ensure a balance of teacher directed activities, with daily phonics, maths and literacy; ongoing weekly Outdoor Explorers, RE and PE (with our academy PE specialist); along with rich opportunities for child-initiated and adult led learning across the prime and specific areas of the EYFS framework.

Learning through play is vital; the learning environment is set up for children to independently access these and other areas of learning through the continuous provision both inside and outside. This is provisioned to reinforce and extend learning, and is enhanced to reflect children's changing needs and interests. Through this well organised, stimulating, language rich environment children will organise their own play and will demonstrate those positive characteristics of effective learning vital for building the foundations of a lifelong love of learning. Our learning is enriched further through maximising the use of our school grounds, spiritual garden, school field and wider community (particularly the church), and through carefully thought out, purposeful visits, trips and special days/events within the school.

### **Reading**

#### **Home/School Reading**

We hold a parent meeting early in the year to explain how we teach reading at Landscope and how parents/families can support this process.

We also explain how phonics and reading are taught through our Phonic Bug Platform and how parents can use this at home.

A reading record book is used to record reading and feedback. The reading record book is regularly updated to identify target areas/phonics sounds to work on at home. Observations are uploaded regularly to Tapestry to record and inform parents of progress. Children read their book first at school to build familiarity and confidence before taking it home to read with their grown up. The children will read each book at least three times during the week. The books they read are sequential, in line with the Bug Club phonics scheme.

In addition to phonetically decodable reading books, sharing books are chosen by the children and sent home for parents to read with their children to further develop a love of reading.

#### **Phonics/Reading Skills**

Children are taught phonics using the Phonics Bug programme which is supported by individual accounts. Each child's reading books are then closely linked to their phonic knowledge.

Phonics is taught daily and systematically using the structure 'recap, teach, practice and apply'. Children are tracked on a phonics tracker that swiftly identifies when extra support is needed. Children then have 1:1 support, pre teach and post teach sessions and extra group teaches as required. We use the Phonics Bug schedule of assessment to track progress to inform our teaching.

Phonics resources are displayed throughout the room and are provided to children on an individual basis to support writing.

Children's key word recognition is taught through the Phonics Bug language sessions and reinforced with individual word, caption and sentence cards. When ready, children have weekly guided learning either individually or in small groups. They read decodable books in line with their phonics phases and other decodable materials such as caption and sentence cards, games and Phonics Bug activities. Guided reading and focussed story times reinforce developing phonics skills, building a bank of known tricky words, book talk, understanding, and following the text to improve speed and fluency. During daily story time opportunities are given to use comprehension skills such as: prediction, explanation, and summarising.

### **Environment/Continuous Provision**

Continuous provision activities include readily available reading & writing opportunities inside and outside. Children have a shared story time daily using rich and exciting books from a range of authors on our reading spine. Our class book corner is extensively used by pupils, giving them more access to a wide range of books. The book selection is intentional and enticing and changed regularly. It contains fiction, non-fiction and poetry alongside selected decodable books that children can read independently. Tricky words and CEW are displayed for reference on our working walls. Children have constant access to phonic and spelling mats for table work, as well as an alphabet mat that includes capitals. There are labels and captions in print throughout the classroom to support reading and developing new vocabulary. Children's learning is led by their interests. If they bring books in from home, we share them during our story time and may use them to develop continuous provision. We have a weekly class book club. This includes a range of activities such as – bringing in books to share, buddy reading with children from across the school, inviting parents/carers in to share stories. This helps to expose the children to a wide range of texts and genre, providing opportunities for CLL skills as children share their thoughts and to develop a love of reading.

## **Writing**

### **Guided Writing**

Children engage in regular sessions where writing is modelled to them. EYFS have a weekly/fortnightly book that is their focus for activities and consequent writing sessions. Children are encouraged to apply their phonic knowledge in their writing as soon as possible with the focus being on children developing writing confidence. Writing forms a part of our daily phonic sessions where children get to use their phonic knowledge to spell and write words. Individual support is given as and when needed as next steps are identified.

### **Handwriting**

Early activities to develop the muscles needed for writing are made a priority from the start. These include manipulatives, such as: play dough, sand and funky fingers activities. Additionally engaging large muscle groups through use of resources such as: rackets and large brushes. Handwriting in the EYFS is taught through the Letterjoin programme and reinforced during daily Bug Club phonics. Children start by learning print then as they progress in KS1 a cursive script based on the Letterjoin font. As children begin to write misconceptions are gently corrected.

### **Environment/Continuous Provision**

Guided writing sessions are followed by ongoing opportunities within the continuous provision where children can apply these skills independently. They are actively encouraged to use their phonic knowledge to attempt words and sound cards/resources are always readily available to support this process. Within the setting resources to promote all stages of the writing journey are constantly available and include clip boards, paper of various sizes, pens, chunky colouring pens, chalks, sweeping brushes and paintbrushes, paints, whiteboards and chalk boards. Adults will often come alongside children in their play and model writing as part of an activity.

## **Maths**

### **Guided maths**

As with all other Areas of Learning, the teaching and learning of mathematics in our Reception class takes place through a mixture of guided learning & play-based learning using a wide range of real world, practical and "hands on" activities. During our adult led maths sessions, children use real world objects & maths manipulatives to support their understanding. Our children explore key concepts including the key skills of solving, questioning and exploring, and we actively plan opportunities for extended discussion of mathematical ideas. Modelling of problem-solving and key vocabulary is critical, and we consciously encourage children to use the correct language, and stem sentences, when discussing or explaining their reasoning. Observations of children's learning are uploaded regularly to Tapestry to track and record progress and to monitor for their next steps in learning. Using the approach of 'catch up to keep up', timely assessment is used to ensure gaps in children's knowledge and understanding are quickly identified & addressed.

### **Scheme/approach**

The early years children follow the White Rose scheme of learning. By adopting this approach, we are making sure all children have the same opportunities to learn and the support they need to fully grasp concepts. It allows children the time to take part in practical activities whilst bringing in early problem solving and reasoning skills. This helps to equip the children with the basic skills they need as they progress into KS1, where they will continue learning mathematics through White Rose.

### **Environment/Continuous Provision**

We have a maths working wall and number lines for children to refer to, maths manipulatives and shape & measure resources are accessible throughout our setting. Continuous provision activities include readily available maths opportunities both inside and outside - ensuring our children explore mathematics through different contexts, including storybooks, puzzles, songs, rhymes, puppet play, and games. Our maths resources are labelled with words, pictures & numerical representations to help give the children independence to use these in their play. We tailor the activities to link with their stage of development and the guided input they have had with an adult. The children's learning is driven by their interests & development needs, which adults note down on our weekly continuous provision plans. Adults regularly assess children's next steps and provide opportunities for them to revisit, apply & extend their own learning through the continuous provision.

## **In order to assess impact - a guide**

### **Assessment**

- Baseline – A baseline assessment is carried out within the first six weeks for pupils in Reception as an on-entry assessment of pupil attainment.
- Summative and formative assessment - formative assessment is based on observations of the children in action, both in self-chosen play and planned activities, summative assessment provides a summary of the child's learning and development at a point in time.
- Tapestry – an online *journal* to help record all the learning and fun of children's early years education.
- Observation notes – made by teacher/teaching assistant during specific activities/free play.
- EYFSP – The summative 'best fit' judgement against the ELG's at the end of the Reception year.