



# EYFS

## Curriculum Coverage





## Aims

### The Early Years Curriculum:

- Promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.
- There are seven areas of learning and development that must shape our planning and focus in early years. All areas of learning and development are important and inter-connected.
- To provide an enrich environment both inside, so that children can learn and develop in all areas of the curriculum.
- To support children to demonstrate 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; and
- Creating and thinking critically - children have and develop their own ideas, make links between ideas and develop strategies for doing things.





Each half term, EYFS staff introduce a new theme to provide inspiration for learning, whilst providing the flexibility for children to follow their own interests and ideas. Children learn through a balance of child-initiated and adult-directed activities.

The timetable is carefully structured so that children have directed teaching during the day. The timetable changes throughout the year to take into consideration the changing needs of the children. These sessions are followed by small focused group work. This means the teacher can systematically check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning.

Children are provided with plenty of time to engage in 'exploration' throughout the variety of experiences carefully planned to engage and challenge them in the continuous provision. The curriculum is planned for the inside and outside classrooms and equal importance is given to learning in both areas.





# Example of EYFS Time table at the beginning of the year.

	8.35-9.20	9.20-9.30	9.30-9.50	9.50-11.15	11.15-11.35	11.45-1.00	1.00-1.30 (times can vary depending on Focus)	1.30-2.40	2.40-3.15
Monday	Self - Registration and quiet choosing – establishing friendship PSED	Dough Gym	Phonics	Continuous Provision	Maths Meeting	Lunch time and Outdoor play – this includes teachers staying with children until 12.00 for socialising, supporting self-help skills, manners etc.	Registration Topic	Continuous Provision	Story, discussion and home
Tuesday							Registration Topic		Story, discussion and home
Wednesday							Registration Topic		Story, discussion and home
Thursday							Registration Topic		Story, discussion and home
Friday							Registration Helicopter Focus Child EExAT experiences		Story, discussion and home





# Example of EYFS Time table during the summer term.

	8.35-9.00	9.10-9.20	9.20 - 10.10	10.10-11.15	11.15-11.40	11.45-1.00	1.00-1.45 (times can vary depending on Focus)	1.50 2.50	23.00-3.25
<b>Monday</b>	Self - Registration and quiet choosing – establishing friendship PSED	<b>Dough Gym</b>	<b>Phonics and hand writing –whole class</b>	<b>Continuous Provision (Writing groups) Wednesday 10-11 PE Friday – independent writing</b>	<b>Maths Meeting</b>	<b>Lunch time and Outdoor play – this includes teachers staying with children until 12.00 for socialising, supporting self-help skills, manners etc.</b>	Registration Topic	<b>Continuous Provision</b>	Story, discussion and home
<b>Tuesday</b>							Registration Topic		Story, discussion and home
<b>Wednesday</b>							Registration Topic		Story, discussion and home
<b>Thursday</b>							Registration Topic		Story, discussion and home
<b>Friday</b>							Celebration assembly		Registration Helicopter Focus Child EExAT experiences





# Topic Focus

## Autumn 1 - Ourselves

Week 1	Golden rules
Week 2	The invisible string
Week 3	When I grow up
Week 4	Funny Bones
Week 5	One day so many ways
Week 6	All about families
Week 7	The growing story
Week 8	Poem

## Autumn 2 – People who help us and Christmas

Week 1	Poem about schools
Week 2	Mog and VET and Zog and the Flying doctor
Week 3	Fireman Small
Week 4	I'm afraid your teddy is in trouble
Week 5	Jolly Postman
Week 6	Christmas and celebrations
Week 7	Christmas and Celebrations

## Spring 1 – Fairy Tales

Week 1	The Three Billy Goats Gruff
Week 2	The Three Little Pigs
Week 3	The Gingerbread man
Week 4	Goldilocks and the three bears
Week 5	Jack and the Beanstalk
Week 6	Little Red riding
Week 7	The magic paintbrush, the Pencil that leads to - A recipe for a story





# Topic Focus

## Spring 2 – Our World and Universe

<b>Week 1</b>	<b>Priya dreams of Marigolds and Masala</b>
Week 2	Bringing the rain to Kapiti Plain
Week 3	Harry saves the ocean
Week 4	The way back home
Week 5	Mae among the stars
Week 6	Katie in London

## Summer 1 -Animals

<b>Week 1</b>	<b>Dinosaur bones, atlas of dinosaur adventures</b>
Week 2	Creature features – Natasha Durley
Week 3	Mini-beast
Week 4	Day monkey night monkey
Week 5	What the ladybird heard

## Summer 2 – Ocean and Skies

<b>Week 1</b>	<b>Once upon a raindrop</b>
Week 2	Lighthouse keepers lunch
Week 3	Florentine and pig and lost pirate treasure
Week 4	Amelia Earheart
Week 5	Chicken Licken
Week 6	Somebody’s swallowed Stanley
Week 7	Transition





### **FOCUS CHILDREN:**

Each week, three children from each class are 'Focus Children'. Each Friday, parents of those children chosen to be our focus the following week are issued with a simple information gathering sheet, which they are asked to complete and return on the Monday.

Parents are also asked to add some 'Wow Moments' to Class Dojo, which are shared with the class during the week. During this time, they have the opportunity to become presenters, and have the chance to present their home photos to the rest of the class. Focus children's photos are displayed in our shared area and all staff contribute to 'Focus children' observations. Every child is a Focus Child during the Autumn and Spring term.

The first term is primarily about establishing the system and getting to know the children. The second term, shows greater emphasis on recording teachable moments and what the outcome of that teaching was, as well as taking part in Theme related tasks and Maths and Phonics activities.

We have a short meeting with each Focus Child's parents, to discuss what they have learned during the week and what will be the child's next steps in learning. The aim is that this will strengthen parents' understanding of how each child learns and how they can support this at home. During the third term, as the children are nearly at the end of the Foundation stage, a formal parents evening is held in line with the rest of the school and the discussion is focused on how the children are achieving in all areas of learning and what is being done to support children to reach Good Level of Development (GLD).







# Interventions

## INTERVENTIONS:

Continuous Provision, Focus Children approach, summative and formative assessments are all ways of finding out where our gaps are to enhance/adapt the environment, formal teaching or highlight that one to one support is needed in a particular area of learning. By getting to know each child very well, having regular professional discussions about individual children and exploiting 'teachable moments', interventions will become embedded in our daily teaching.

Interventions include:

Speech and language

NELI

Precision teaching

Fine motor

Daily readers

Maths Groups





### PSED:

Golden Rules are introduced to the children at the beginning of the School year, along with the **PROUD VALUES:**

**P**rofessional, **R**esilient, **O**ptimistic, **U**nderstanding, **D**riven. The Golden Rules are embedded from the start and a copy is sent home for parents to share and to refer to with their child.

We have a rolling snack bar where children are encouraged to sit and talk to their friends. We offer milk to the children daily. We start to attend celebration assembly on a Friday at the end of Autumn term. Our children are encouraged to fill their sticker charts to work towards receiving their Green One certificate. The children are encouraged to sign in every morning, after the first half term. They are also encouraged to write their name as they come in on a morning. The children are also encouraged to write their name on a smiley face or an unhappy face. This gives the adults chance to see who is feeling happy or sad, and they take time to speak to the children who are unhappy and find out why.

Every day there are 'Handy Helpers', the children can wear a medal and take on extra responsibilities around the room and complete little jobs.

Children are encouraged to access the continuous provision and make positive relationships with others. Adults support children to become comfortable and secure in the environment and overcome any difficulties they may have. Self-regulation is supported and children are encouraged to have a voice and think for themselves.





### **Phonics/Literacy:**

#### **Early Reading:**

All children have access to a language-rich environment. This is supported in the learning environment, by adult interaction, modelling language and communication and talking with the children rather than to, and through different texts and genres.

All teachers have high aspirations of all children, clear routines and expectations are embedded and the children are supported to develop a Growth mindset in all that they do. Books are shared with the children every day, making sure the children understand the importance of books and what they offer. Teachers model how to use books, that print carries meaning and that we read from left to right.

Books support all areas of the classroom; book corner, small world, books to support making things, maths books, books in the home corner to show food/recipes etc. To support the half termly theme a book is shared with the children weekly – offering time for discussion, introducing vocabulary, plot points, sequencing of the book.

Stories are read at the end of the day to the children, involving the children in discussion. When the children first start school, our main focus is to make sure the children love and share stories; they are encouraged to take a sharing book home to share with their family.





**Helicopter Stories** – This is a weekly session, where the children are encouraged to make up their own stories, thinking about characters, settings, problems and solutions. The adults then scribe for the children and when the children get more confident with writing they begin to write their own. Once the children have written their Helicopter story, the next session they are given the opportunity to act them out on stage. All children are involved in the story or as part of an audience and they get to think about how they need to act out their character.

**Language and Oracy** - High expectations are set from the start; children are encouraged to speak in full sentences and listen to others. We encourage 'talk partners'. This gives the children time to understand the importance of speaking and listening to each other. Adults will model and support oracy with our young children and introduce them to new vocabulary during focused time as well as in the continuous provision. Tier 1 words are embedded in day-to-day talk, discussions and conversation. Tier 2 and 3 words will be taught explicitly, linked to weekly books, themes and areas of the continuous provision.





### **Early Writing:**

Each morning the children will take part in Dough Gym. This is a session where we focus on developing our gross and fine motor skills, to strengthen pivots e.g. shoulder, elbow, wrist, fingers. This supports children's early literacy and writing skills. The children take part in a warmup and then go to their dough gym spaces, where the children are encouraged to manipulate a piece of dough and follow the teachers lead, whilst listening to music.

Gross motor activities are available for all children to access during the day.

Children are encouraged to Mark Make and write in their play. As the children progress through the Phonics sessions, writing is also embedded, focusing on correct letter formation.





### **Maths:**

We teach a short daily Maths session adopting the Mathematics Mastery principles of speaking in full sentences, chants, songs, 'my turn, your turn'. We also build in short Maths Meetings to review and recap key learning. Over the year we focus on the following: numbers from 0-20 in depth, and how to represent these numbers, count and to make these numbers. We aim for the children to have confidence in Mathematics, by providing them with opportunities to develop an understanding of Mathematical concepts. We encourage the children to be curious thinkers when it comes to Mathematics, explore their understanding and their reasoning, use manipulatives and resources to explore concepts and then, use questioning. We encourage the children to explain their answers and their findings. We explore concepts such as; time, money, repeating patterns, sizing and comparing, addition, subtraction, sharing and halving, both in our daily Maths Meetings and in their play.





### **Wider Curriculum**

The wider curriculum is taught through the learning areas; 'Understanding of the World' and 'Expressive Arts and Design.' This is incorporated through out Themes, books and discussions, as well as through the children's likes and interests.

Exciting, purposeful and contextual activities are planned to build on children's natural curiosity. For example, during the 'Lighthouse Keepers Lunch, the children made pulleys to transport things they made, this enables them to think like a 'Scientist' and 'Engineer' as they explore a range of materials and test out their own ideas.

