

EYFS Curriculum



Our EYFS

At Great Finborough Church Primary School we celebrate and nurture the unique child, building a shared environment that embraces our surroundings, promotes independence and supports the development of skills for the future.

We recognise the importance of playing and exploring for young children and provide lots of opportunities for our youngest children to learn through play during the school day. This play is supported by high quality interactions from the adults, encouraging our children to problem solve, persevere, take risks and develop independence. Children in our EYFS Reception Class have access to a high quality learning environment consisting of indoor and outdoor class space and regular visits to the local Woodland area.

Our Vision

Great Finborough Church Primary School should be a caring and nurturing place where all members of its community feel valued and confident.

Great Finborough Church Primary School encourages all to co-operate and collaborate together in stimulating and comfortable surroundings.

Within an environment of care and challenge, the school enables children to strive to achieve high academic standards and to develop social skills and self-awareness.

Our Curriculum

We deliver our curriculum through a balance of adult-led and play-based activities based on the EYFS Framework 2021, Development Matters 2021 and children's interests. Our curriculum is a top-level plan of what we want our children to learn and the experiences we aim to provide during their time in Reception. Our plans are flexible in recognition that young children's learning is often driven by their interests.

The seven learning areas outlined by the EYFS Framework 2021 are:

Prime Areas - Personal, Social and Emotional Development, Physical Development, Communication and Language

Specific Areas - Mathematics, Literacy, Understanding the World, Expressive Arts and Design

At the end of their time in EYFS children are expected to meet the Early Learning Goals (ELGs) which are outlined in the Early Years Framework 2021.

When planning and guiding our curriculum, we reflect on the different rates at which children are developing and adjust our practice appropriately to ensure we teach and children learn effectively. The three characteristics of effective teaching and learning outlined by Development Matters 2021 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

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Reading and Language Development

Reading and language development is a very important part of the Early Years curriculum, so we spend a lot of time enjoying listening to and joining in with a variety of stories. A strong grasp of phonics helps us to become independent readers. We work in partnership with parents to ensure they can support their children at home with this important area of development.

Religious Education

It is statutory for all registered pupils on the school role to receive Religious Education in accordance with the Suffolk Agreed Syllabus. The 'Emmanuel Project' scheme of work supports the reviewed Early Learning Goals (ELGs) and is consistent with the Key Stage 1 religious education curriculum. There are six detailed units of work which are based on the three key Christian beliefs: Creation, Incarnation and Salvation. The development of the concepts is supported by carefully worded key questions and an enquiry-type model. In addition, there are many suggestions for enhanced, continuous provision.

The children in the Foundation Stage will be introduced to Christianity as the 'heritage religion' of the country and one that most influences school and community life, but will have the opportunity to sample simple encounters from major world religions in order to extend their knowledge and understanding.

Children will have the opportunity to explore the world of religion in terms of special people, books, times, places and objects and by visiting places of worship. They will be introduced to specialist words and artefacts, and understand the word 'God' in a religious context. Children will use their sense to explore religious beliefs, teachings and practices. Importantly, children will also learn from religion and belief and consequently, they will be taught to reflect on their own feelings and experiences, ask pertinent questions, say what is of importance to them and think about how to care for and respect things that people value.

RE is a statutory requirement for Reception children in addition to ELGs, and therefore will be assessed separately. Evidence from RE can be used to support the assessment of an appropriate ELG. EYFS teachers, alongside the RE Lead, can use the key vocabulary, pictures, photos or objects used in the unit to construct large hexagons, with children suggesting links. Discussion around the hexagons will give an indication of what a class or particular children have learnt.

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Assessment

Our EYFS curriculum provides a wide variety of rich learning experiences that are crucial to child development and these experiences are not limited to the achievement of the 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. Formative assessment and responsive practice takes place during every interaction with the children. Teachers do not wait for formal assessment periods to put into place learning experiences and support for children to achieve, this is done in the moment or as soon as possible after an interaction. A summative assessment in each area of learning will be made at the end of each half term when the Teacher will meet with the Head teacher to discuss each child and flag any areas of concern. During each half term each child will be observed during an extended period of learning and assessed using Development Matters 2021.

The Early Years Framework 2021 states that this professional judgement is sufficient evidence to assess a child's individual level of development in relation to each of the ELGs. Sources of written or photographic evidence are not required, and teachers are not required to record evidence. The delivery of our EYFS curriculum is dependent on Teachers knowledge of the child and paedological expertise and our Teachers are committed to quality interactions with the children and therefore we prioritise this over excessive documentation and recording.

However, we recognise that observations and assessments can be a valuable and useful way of sharing information about a child with other practitioners, parents and inspectors, as well as the children themselves. Half termly observations of children will be shared with parents, via the Tapestry system, and other practitioners and retained to document the child's learning journey during their time in our EYFS. At the end of each week the parents will be updated on the learning the class as a whole have experienced during that week using the Tapestry system.

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EYFS Top Level Plan

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|--|---|--|--|---|
| Main Theme (but not limited to) | I wonder what makes us all special. | I wonder what happened once upon a time. | I wonder where and how animals live. | I wonder what we will find outside. | I wonder where we can go on an adventure. | I wonder what is over and under the sea. |
| Possible Ideas / lines of enquiry (These ideas within the themes may change or be replaced depending on child interest or fascination) | <ul style="list-style-type: none"> Starting school Superheroes People who help us Staying healthy Food/Human body Oral Hygiene How have I changed? My family What am I good at? Feelings– self Feelings- others Being kind/safe | <ul style="list-style-type: none"> Traditional Tales Little Red Hen Harvest Familiar tales Gingerbread Man Cinderella Bonfire Night Jolly Xmas Postman The Nativity Christmas Lists Letters to Father Christmas | <ul style="list-style-type: none"> Life cycles Safari Animals in World Climates Hibernation Down on the Farm Min Beasts Night and day animals Animal patterns David Attenborough Happy Habitats | <ul style="list-style-type: none"> Plants & Flowers Weather/seasons Does the moon shine? The great outdoors Planting seeds Make a sculpture Andy Goldsworthy Recycling Fun Science Materials | <ul style="list-style-type: none"> Around the Town Transport Where in the world have you been? Where do we live in the UK/world? Fly me to the moon! Vehicles past and Present Castles Who was Neil Armstrong? | <ul style="list-style-type: none"> Under the sea Off on holiday Where in the world shall we go? Send me a postcard! Marine life Fossils– Mary Anning Seasides in the past Compare: Now & then Pirates and maps |
| Experiences and provocations (These ideas within the themes may change or be replaced depending on child interest or fascination) | <ul style="list-style-type: none"> - Local area walk past allotment/ Autumn Trail - Visit from key worker - Remembrance Day - Harvest Time - Birthdays - Favourite Songs - When I grow up? Video for parents. | <ul style="list-style-type: none"> - Local area walk - Winter hunt - Fairytale Ball - Guy Fawkes - Bonfire Night - Nativity - Diwali - Hanukah - Black History month - Fireside stories - Making Ice - Panto visit | <ul style="list-style-type: none"> - Animal Park visit - Butterfly life cycles / Life cycle of a frog. - Making a salad / healthy lunch. - Chinese New Year - Story Telling Week - Valentine’s Day - Animal Art week - Let’s go on Safari - An animal a day! | <ul style="list-style-type: none"> - Local area walk spring picnic/pond dipping/nature Scavenger Hunt - Planting seeds/edible garden - Easter & eggs - Weather experiments - Weather Forecast videos - Van Gogh Study | <ul style="list-style-type: none"> - Framlingham Castle visit - Launching rockets, - Post a letter - Food tasting - Cultures/language - Ramadan - Eid - D-Day - Plane role play - Space role play - Castle role play - Letter to the Queen | <ul style="list-style-type: none"> - Under the Sea – singing songs and sea shanties - Fossil hunting - Father’s Day - World Environment Day - Pirate Day - Ice – Cream at the park - Map work - Find the Treasure - Beach visit |

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| | | | | Mother's Day | | |
|-----------|----------------------------|-----------------------------|-----------------------------|-----------------------------------|-------------------------|-----------------------------|
| Key Texts | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | Rocking in my School Shoes | The Jolly Christmas Postman | The Emperors Egg | The Tiny Seed | The Way back Home | The Snail and the Whale |
| | Once there were Giants | Goldilocks | The Very Hungry Caterpillar | Oliver's Vegetables | How to Catch a Star | Lighthouse Keeper's Lunch |
| | The Smartest Giant | Cinderella | The Bad Tempered Spider | Jack and the Beanstalk | The Naughty Bus | Under the Sea Non – Fiction |
| | The Colour Monster | Farmer Duck | Tiger who came to tea | One Plastic Bag | The Queen's Hat | P is for Passport |
| | So Much | Hansel & Gretel | How to hide a Lion | Jasper's Beanstalk | We all go Travelling by | The Journey |
| | Funny Bones | The Ugly Duckling | How to hide a Lion | Tree, Seasons come and seasons go | Zog | Zoom |
| | The Big Book of Families | Christmas Story / Nativity | The Ugly Five | Percy the Park Keeper | The Little Knight | World Atlases |
| | When I Grow Up | Rama and Sita | Elephant and the Bad Baby | The Gruffalo | Mr. Gumpy's Outing | Tiddler |
| | Supertato | Stick Man | Pig in the Pond | | The Train Ride | The Night Pirates |
| | Super Daisy | | What the Ladybird Heard | | Beegu | |
| | | | | | Oi! Get off my train! | |

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| <p>Communication and Language</p> | <p>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.</p> | | | | | |
| <p>Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, The Write Stuff literacy story and vocabulary focus.</p> <p>Daily story time</p> | <p>Autumn 1</p> <ul style="list-style-type: none"> - Settling in activities - Making friends - Talking about experiences that are familiar to them - Talking about passions/goals/dreams. - Recognising rhyming and alliteration - Recognising familiar print - Sharing facts about ourselves. - Sharing stories - Model talk routines through the day. - Introduce new vocabulary in story context | <p>Autumn 2</p> <ul style="list-style-type: none"> - Develop vocabulary - Discovering Passions - Retelling stories - Using story language - Listening and responding to stories - Following instructions - Taking part in discussion - Understanding how to listen carefully and why listening is important - Using new vocabulary through the day - Choosing books that will develop their vocabulary | <p>Spring 1</p> <ul style="list-style-type: none"> - Settling in activities - Using language well - Asking how and why questions. - Discovering Passions - Retelling a story with story language - Inventing own stories - Asking questions to find out more and to check they understand what has been said to them - Describing events in some detail - Listening to and talking about stories to build familiarity and understanding | <p>Spring 2</p> <ul style="list-style-type: none"> - Describing events in detail using time connectives - Discovering passions - Understanding how to listen carefully and why listening is important - Using picture cue cards to talk about an object - Maintaining sustained focus when listening to a story - Learning rhymes, poems and songs | <p>Summer 1</p> <ul style="list-style-type: none"> - Settling in activities - Discovering Passions - Re-reading some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives - Learning rhymes, poems and songs | <p>Summer 2</p> <ul style="list-style-type: none"> - Sharing news and passions – weekend news/show & tell - Reading aloud books to children that will extend their knowledge of the world and illustrate a current topic - Selecting books containing photographs and pictures, for example, places in different weather conditions and seasons - Learning rhymes, poems and songs |

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| Personal, Social and Emotional Development | <p>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.</p> | | | | | |
| | <p style="text-align: center;">Autumn 1</p> <ul style="list-style-type: none"> - New Beginnings see themselves as a valuable individual. - Being me in my world - Class Rules and Routines - Supporting children to build relationships - Dreams and Goals | <p style="text-align: center;">Autumn 2</p> <ul style="list-style-type: none"> - Getting on and falling out. - How to deal with anger and emotions - Self - Confidence - Build constructive and respectful relationships - Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it | <p style="text-align: center;">Spring 1</p> <ul style="list-style-type: none"> - Good to be me - Learning about qualities and differences - Celebrating differences - Identify and moderate their own feelings socially and emotionally - Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios | <p style="text-align: center;">Spring 2</p> <ul style="list-style-type: none"> - Relationships - What makes a good friend? - Healthy me - Random acts of Kindness - Looking after pets - Looking After our Planet - Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on | <p style="text-align: center;">Summer 1</p> <ul style="list-style-type: none"> - Looking after others - Friendships - Dreams and Goals - Show resilience and perseverance in the face of challenge - Discuss why we take turns, wait politely, and tidy up after ourselves and so on | <p style="text-align: center;">Summer 2</p> <ul style="list-style-type: none"> - Taking part in sports day - Winning and loosing - Changing me - Look how far I've come! - Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour |

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| Physical Development | <p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. 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.</p> | | | | | |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Fine Motor Skills | <ul style="list-style-type: none"> - Threading, cutting, weaving, playdough, Fine Motor activities - Manipulate objects with good fine motor skills - Draw lines and circles using gross motor movements - Hold pencil/paint brush beyond whole hand grasp - Pencil Grip - Changing for PE | <ul style="list-style-type: none"> - Threading, cutting, weaving, playdough, Fine Motor activities - Develop muscle tone to put pencil pressure on paper - Use tools to effect changes to materials - Show preference for dominant hand - Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. | <ul style="list-style-type: none"> - Threading, cutting, weaving, playdough, Fine Motor activities - Begin to form letters correctly - Handle tools, objects, construction and malleable materials with increasing control - Encourage children to draw freely. - Holding small items - Button clothing - Cutting with scissors | <ul style="list-style-type: none"> - Threading, cutting, weaving, playdough, Fine Motor activities - Hold pencil effectively with comfortable grip - Forms recognisable letters most correctly formed | <ul style="list-style-type: none"> - Threading, cutting, weaving, playdough, Fine Motor activities. - Develop pencil grip and letter formation continually - Use one hand consistently for fine motor tasks - Cut along a straight line with scissors / - Start to cut along a curved line, like a circle / Draw a cross - Forms capital letters and numbers 0-9 | <ul style="list-style-type: none"> - Threading, cutting, weaving, playdough, Fine Motor activities - Form letters correctly - Copy a square - Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture - Start to draw pictures that are recognisable / - Build things with smaller linking blocks, such as Duplo or Lego |

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| Physical Development (Contd.) | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------------------------|---|---|---|--|---|--|
| Gross Motor Skills | <ul style="list-style-type: none"> - Cooperation games - Climbing – outdoor equipment - Different ways of moving to be explored with children - Changing for PE / Help individual children to develop good personal hygiene - Acknowledge and praise their efforts - Provide regular reminders about thorough handwashing and toileting | <ul style="list-style-type: none"> - Ball skills- throwing and catching - Crates play-climbing - Skipping ropes in outside area - Dance related activities - Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push including two-wheeled balance bikes and wheelbarrows | <ul style="list-style-type: none"> - Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking - Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities - Dance / moving to music - Gymnastics/ Balance | <ul style="list-style-type: none"> - Balance- children moving with confidence - dance related activities - Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce - Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle | <ul style="list-style-type: none"> - Obstacle activities - children moving over, under, through and around equipment - Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. - Dance / moving to music | <ul style="list-style-type: none"> - Races / team games involving gross motor movements - dance related activities - Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in - Gymnastics/ Balance |

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| Literacy | <p>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 they 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)</p> | | | | | |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Comprehension | <ul style="list-style-type: none"> - Joining in with rhymes and showing an interest in stories with repeated refrains - Environmental print - Having a favourite story/rhyme. - Understand the concepts about print - Sequencing familiar stories through the use of pictures to tell the story - Engage in extended conversations about stories, using Write Stuff planning to learn new vocabulary | <ul style="list-style-type: none"> - Retelling stories related to events through acting/role play - Christmas letters/lists. Retelling stories using images/ apps. - Pie Corbett Actions to retell the story – Story Maps. Retelling of stories - Editing of story maps and orally retelling new stories - Sequence story – use vocabulary of beginning, middle and end - Enjoying an increasing range of books | <ul style="list-style-type: none"> - Making up stories with themselves as the main characters, - Encourage children to record stories through picture drawing/mark making for LAs - Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words | <ul style="list-style-type: none"> - Information leaflets about animals in the garden/plants and growing - Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day - Timeline of how plants grow - Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books - Develop their own narratives and explanations by connecting ideas or events | <ul style="list-style-type: none"> - Stories from other cultures and traditions - Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative - Rhyming words. - Parents reading café events - Explain the main events of a story - Draw pictures of characters/ event / setting in a story. May include labels, sentences or captions - Role play area – book characters | <ul style="list-style-type: none"> - Can draw pictures of characters/ event / setting in a story - Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions - Make predictions - Beginning to understand definition of non-fiction and fiction - Point to front cover, back cover, spine, blurb, illustration, illustrator, author and title - Sort books into categories |

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| Literacy (contd.) | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------------|--|--|---|--|--|--|
| Phonics | <ul style="list-style-type: none"> - Revisit Phase 1 phonics skills - Introduce Phase 2 sounds - Reading: Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall - Help children to read the sounds speedily. This will make sound-blending easier - Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge | <ul style="list-style-type: none"> - Introduce remainder of Phase 2 sounds - Differentiate groups - Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right - Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell | <ul style="list-style-type: none"> - Introduce Phase 3 sounds - Differentiate groups - Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings - Spotting diagraphs in words | <ul style="list-style-type: none"> - Introduce remainder of Phase 3 sounds - Differentiate groups - Reading: Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books - Spotting trigraphs in words - Listen to children read some longer words made up of letter-sound correspondences | <ul style="list-style-type: none"> - Introduce Phase 4 sounds - Differentiate groups - Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet - Distinguishing capital letters and lower case letters - Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were' | <ul style="list-style-type: none"> - Introduce some Phase 5 sounds. - Consolidate all known sounds. - Differentiate groups - Reading: Reading simple sentences with fluency - Reading CVCC and CCVC words confidently - End of term assessments - Transition work with Year 1 staff |

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| Literacy (contd.) | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------------|---|--|--|--|---|---|
| Writing | <p>Texts as a Stimulus:</p> <p>So Much</p> <p>Supertato</p> <ul style="list-style-type: none"> - Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. - Shopping lists, - Writing initial sounds and simple captions. - Use initial sounds to label characters / images. - Silly soup. - Names - Labels. Captions - Lists - Diagrams - Messages – Create a Message centre! | <p>Texts as a Stimulus:</p> <p>The Jolly Christmas Postman</p> <p>Sudden Hill (Write Stuff Text)</p> <ul style="list-style-type: none"> - Sequence the story - Speech bubbles - Create a wanted poster - Name writing, - Labelling using initial sounds. <p>Story scribing.</p> <p>Retelling stories in writing area,</p> <p>Model to and write a simple sentence with support.</p> | <p>Texts as a Stimulus:</p> <p>What the Ladybird Heard</p> <p>How to Hide a Lion</p> <p>I want an Iguana (Write Stuff Text)</p> <ul style="list-style-type: none"> - CVC words/ simple sentence writing using high frequency words - Animal Fact File – Compare two animals - Writing some of the tricky words such as I, me, my, like, to, the. - Writing CVC words - Labels using CVC, CVCC, CCVC words. - Guided writing based around developing short sentences in a meaningful context. Create a story board. | <p>Texts as a Stimulus:</p> <p>The Gruffalo</p> <p>Jack and the Jelly Bean stalk (Write Stuff Text)</p> <ul style="list-style-type: none"> - Create a Menu/Bean Diary - Creating own story maps - Writing captions and labels - Writing simple sentences. - Writing short sentences to accompany story maps. - Order the Easter story. - Labels and captions – life cycles - Recount – A trip to the park - Character descriptions. - Writing a simple sentence. | <p>Texts as a Stimulus:</p> <p>Mr Gumpy's Outing</p> <p>Handa's Surprise (Write Stuff Text)</p> <ul style="list-style-type: none"> - Retell the story in own words / reverse the journey - Describe each of the animals - Write new version - Writing recipes, lists. - Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. - Form lower-case and capital letters correctly. - Rhyming words. - Acrostic poems | <p>Texts as a Stimulus:</p> <p>The Snail and the Whale</p> <p>The Lighthouse Keeper's Lunch</p> <p>Sharks Disappeared (Write Stuff Text)</p> <ul style="list-style-type: none"> - Write facts about whales - Write a postcard / diary writing - Story writing, writing sentences using a range of tricky words that are spelt correctly. - Beginning to use full stops, capital letters and finger spaces. - Innovation of familiar texts - Using familiar texts as a model for writing own stories. - Character description - Write three sentences – B,M&E. |

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| <p>Mathematics (see Rising Stars medium term plan)</p> | <p>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, 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.</p> | | | | | |
| | <p>Autumn 1</p> | <p>Autumn 2</p> | <p>Spring 1</p> | <p>Spring 2</p> | <p>Summer 1</p> | <p>Summer 2</p> |
| | <ul style="list-style-type: none"> - Focus on 4 - Compare numbers and quantities - Counting rhymes and songs - Introduce ten frames using self registration - Daily votes on class story - Comparing objects and sets. - Subitising - Number of the week - Count and represent the numbers 1 to 4 - Introduce Number of the week - Recognise numbers in the environment | <ul style="list-style-type: none"> - 3-D shape, position and time - Up to 10 - Add and subtract within 10 - Count up to ten objects - Represent, order and explore numbers to ten - One more or fewer - Addition and subtraction within 10 - Discuss and explore position and time. - Describe, and sort 3-D shapes | <ul style="list-style-type: none"> - Add and subtract within 10 - Comparative measures - One more or fewer, one greater or less - Addition and subtraction within 10 - Explore addition as counting on and subtraction as taking away - Estimate, order compare, discuss and explore capacity, weight and lengths | <ul style="list-style-type: none"> - Beyond 10 and doubling - 11 and 12 - 2-D shapes and patterns - Count in 2s and share - Count up to 12 objects & recognise different representations - Order and explore numbers to 12 - Doubling and halving & the relationship between them - Describe, and sort 2-D & 3-D shapes - Counting & sharing in equal groups | <ul style="list-style-type: none"> - Time for 20! - Money - Non-standard measures - Count up to 20 objects - Commutativity explore addition and subtraction - Compare two amounts - Coin recognition and values - Combinations to total 10p - Change from 10p - Describe capacities - Compare, estimate & order volumes, weights & lengths | <ul style="list-style-type: none"> - Work within 20 - Problem Solving - Explore numbers and strategies - Recognise and extend patterns - Apply number, shape and measures knowledge - Count forwards and backwards to 20 - Count beyond 20 - Number bonds to 10 |

EYFS Curriculum

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| <p>Understanding the World</p> | <p>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 increase 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 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.</p> | | | | | |
| | <p>Autumn 1</p> | <p>Autumn 2</p> | <p>Spring 1</p> | <p>Spring 2</p> | <p>Summer 1</p> | <p>Summer 2</p> |
| <ul style="list-style-type: none"> - Identifying and commenting on their family - Talk about places they have been with their family - Draw similarities and make comparisons between other families - Read fictional stories about families and start to tell the difference between real and fiction - Navigate around our classroom and outdoor areas - Long ago – How time has changed - Play with technological toys | <ul style="list-style-type: none"> - Compare Christmas around the globe - Use the Jolly Postman to draw information from a map - Share different cultures versions of famous fairy tales - Introduce children to a range of fictional characters and creatures and differentiate these characters from real people in their lives. | <ul style="list-style-type: none"> - Listening to stories and placing events in chronological order - What can we do here to take care of animals in the jungle? - Compare animals from a jungle to those on a farm - Explore, label and name a range of jungle animals. - Nocturnal Animals - Making sense of different environments and habitats - Observe & draw pictures of the natural world | <ul style="list-style-type: none"> - Local walk – pond dipping and discussions about lifecycles and seasons cycle - Introduce recycling and discuss how we care for the natural world around us - Make comments on the weather, culture, clothing, housing - Change in living things – Changes in the leaves, weather, seasons - Provide opportunities for children to note and record the weather | <ul style="list-style-type: none"> - Use fiction & non fiction texts to explore a different country - Discuss how they got to school and what mode of transport they used - Introduce the children to a range of transport and where they can be found - Use bee-bots on simple maps. Encourage the children to use navigational language - Compare and construct homes - Maps of local area - Compare places on Google Earth - Introduce NASA and significant figures who have been to space - Take children to places of worship | <ul style="list-style-type: none"> - To understand where dinosaurs are now and begin to understand that they were alive a very long time ago - Learn about what a palaeontologist is and how they explore really old artefacts - Introduce Mary Anning as the first female to find a fossil - Materials: Floating / Sinking boat building - Seasides long ago - Differentiate between land and water - Introduce a simple timeline | |

EYFS Curriculum

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| <p>Expressive Arts and Design</p> | <p>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.</p> | | | | | |
| <p><i>Daily opportunities for Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i></p> <p><i>Children to produce a piece of art work for ‘School exhibition’ at end of year.</i></p> | <p>Autumn 1</p> <ul style="list-style-type: none"> - Join in with songs; begin to mix colours, join in with role play games and use resources available for props; build models using construction equipment - Sing call-and-response songs, so that children can echo phrases of songs you sing - Self-portraits, junk modelling, take picture of children’s creations and record them explaining what they did | <p>Autumn 2</p> <ul style="list-style-type: none"> - Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats - Listen to music and make their own dances in response - Castle models - Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems - The use of story maps, props, puppets & story bags | <p>Spring 1</p> <ul style="list-style-type: none"> - Rousseau’s Tiger / animal prints / Designing homes for hibernating animals - Collage owls / symmetrical butterflies - Children will be encouraged to select the tools and techniques they need to assemble materials that they are using, e.g creating animal masks - Teach children different techniques for joining materials | <p>Spring 2</p> <ul style="list-style-type: none"> - Make different textures; make patterns using different colours - Children will explore ways to protect the growing of plants by designing scarecrows - Collage-farm animals - Pastel drawings, printing, patterns - Life cycles - Flowers-Sun flowers - Mother’s Day crafts - Artwork themed around Eric Carle/The Seasons | <p>Summer 1</p> <ul style="list-style-type: none"> - Design and make rockets. Design and make objects they may need in space, thinking about form and function - Learn a traditional African song and dance and perform it - Junk modelling, houses, bridges boats and transport - Exploration of other countries – dressing up in different costumes - Creating outer space pictures | <p>Summer 2</p> <ul style="list-style-type: none"> - Sand pictures / beach collages - Lighthouse designs - Paper plate jellyfish - Puppet shows: Provide a wide range of props for play which encourage imagination - Salt dough fossils - Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports - Colour mixing – underwater pictures |

EYFS Curriculum



GREAT FINBOROUGH
CHURCH PRIMARY

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| Religious Education | In EYFS there are no learning themes required by the Suffolk Syllabus. Instead, children explore the three major Christian concepts of creation, incarnation and salvation in a way they can relate to and through experiences which are familiar. The placements of these units maximise opportunities from the church calendar with learning focussing on Christmas, Easter and new beginnings. | | | | | |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | Why is the word 'God' so important to Christians? | Why do Christians perform nativity plays at Christmas? | How can we help others when they need it? | Why do Christians put a cross in an Easter Garden? | What makes every single person unique and precious? | How can we care for our wonderful world? |
| Include a simple encounter with: | Allah into Baby's ear: Muslim birth custom | The Muslim story of Muhammad caring for the Ants | The Sikh story of Guru Har Gobind saving the 52 Princes | The Buddhist story of the Monkey King | A Hindu festival for brothers and sisters: Raksha Bandhan | Tu B'shevat – |

EYFS Curriculum



EYFS End of Year 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) which are set out in the Early Years Framework.

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.

EYFS Curriculum



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.

EYFS Curriculum



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.

EYFS Curriculum



Great Finborough EYFS Experiences

Our Aims

Our EYFS curriculum is designed to give children the foundational knowledge and understanding that they will need as they transition to Key Stage 1 and for their future educational journey. Our curriculum covers the 7 areas of learning outlined in the Early Years Framework and ensures that children experience a curriculum that is broad and ambitious and that prepares them for their next stage of learning. The areas of learning that our children experience in EYFS prepare and form a foundational knowledge for childrens' learning of Key Stage 1 subjects from Year 1 onwards. We aim to provide the following experiences for our EYFS children that will enable them to build upon these foundational skills in Key Stage 1.

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| Communication and Language | <ul style="list-style-type: none">- To use relevant vocabulary when talking about my learning experiences in all areas of the EYFS curriculum.- To talk about my ideas and learning.- To make suggestions, ask relevant questions and make comments. |
| Personal, social and Emotional Development | <ul style="list-style-type: none">- To participate in a wide variety of learning experiences to encourage my curiosity about the world around me and enable me to talk about my likes and dislikes.- To discuss my feelings and show empathy to others.- To demonstrate determination to complete a goal and resilience in the face of challenges.- To know how to keep myself safe including on line.- To keep myself clean.- To understand which foods are healthy and how eating them can help me grow and learn. |
| Physical Development | <ul style="list-style-type: none">- To use strength, balance and co-ordination to run, jump, hop, skip, climb, dance and catch and kick a ball.- To have a healthy attitude to physical activity and engage in a variety of physical experiences.- To change my clothes independently. |
| Religious Education | <ul style="list-style-type: none">- To attend collective worship.- To know how people celebrate different religious festivals including those from other faiths. |
| Literacy | <ul style="list-style-type: none">- To read books containing words which match the sounds I have been taught (Yellow Level reading books) and chat about what they have read.- To retell a traditional tale and a well known story.- To talk about my favourite book and what I like about it.- To read regularly (at least four times a week) at home.- To enjoy being read to by others.- To write for a variety of purposes in different contexts using an effective pencil grip.- To form capital letters. |

EYFS Curriculum



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| Mathematics | <ul style="list-style-type: none">- To have a deep understanding of numbers to 10.- To recognise the pattern of the counting system.- To compare quantities and recall number bonds to 5.- To count forwards and backwards from 0-20.- To form numbers 0-9.- To add, take away and share using practical objects.- To participate in simple data handling.- To play with 2d and 3d shapes.- To play with and access measuring resources. |
| Understanding the World | <ul style="list-style-type: none">- To care for my environment and understand my place within it.- To explore my locality and describe the physical and human features within it.- To understand our country is diverse, and to explore some differences between our country and other countries.- To understand how to read a simple map.- To plant seeds, watch them grow and explain their growth- To discover animals in their own habitats and explore their lifecycles.- To explore and play with different materials.- To play with magnetics, gem stones, forces, sources of light, skeletons, shadows and reflections and describe my understanding of them using relevant vocabulary.- To talk about different occupations.- To name important people in my life.- To use technology during play and to identify its purpose.- To understand a simple timeline and use the vocabulary of past, present and future.- To visit an historical location. |
| Expressive Arts and Design | <ul style="list-style-type: none">- To experience art through a range of media including drawing, paint, 3d, textiles and collage and to use a variety of tools and techniques.- To explore other artists work.- To respond to pieces of music.- To sing, explore body percussion and instruments.- To describe music in everyday language and use some relevant vocabulary (beat and pitch) to describe what I have heard and how it affects me.- To construct for a purpose and talk about why I have selected materials.- To play with toys that have wheels, axis, mechanisms and moving parts.- To explore different materials and ways of joining them together.- To follow a simple recipe, chop and measure and decide if I like or dislike what I have made. |