



Baston CE Primary School



Intent



Implementation



Impact

EYFS

Intent

At Baston CE Primary School, the curriculum in the EYFS is designed to be exciting and engaging for all children; through a rich, purposeful and open-ended learning environment which provides many opportunities for children to learn. Each area of the provision is designed to guide the children to think about topics we have been covering in the current week or term but without limiting their imagination; we believe it is important for children to follow their own interests and learn by initiating their own activities.

The curriculum in our EYFS setting has been carefully planned to provide children with the best possible start at our school. By working closely alongside other members of staff, particularly those in Year 1, a progressive curriculum has been created, allowing the children to acquire the skillset needed for later life. The areas of learning, where appropriate, have been given specific focuses to spark children's imagination and give them a sense of awe and wonder. Due to our setting's placement and diversity, we acknowledge that some of the children may not have experience of the wider community, therefore we provide opportunities for the children to learn more about other environments and cultures throughout their time in the setting, which continues well into Year 1 and beyond.

Implementation

The day-to-day running of the EYFS is created to allow the children to experience many different types of learning, with each day having a mixture of whole-class discussions, small group work and continuous provision. Child-initiated play is high priority in our setting. Dedicated time is provided every day for the children to explore any area of their choosing, whether this is open-ended, such as in loose parts, or a focussed activity, such as in the maths area. It is important for children to acquire the skills needed for learning and the enjoyment that comes from it and one of the best ways for them to gain these skills, is for them to have their experience without specific guidance.

We ensure that the children have a level of challenge throughout the day. Resources are supplied for any child to access but they have the chance to challenge themselves further. Sometimes this challenge is already provided and at other times, the challenge may come from interactions with peers or adults.

Communication between the children and adults in the setting is key to understanding how well the children are developing and to increasing their vocabulary and effective skills needed for learning and life.

The main task, which is planned for each lesson, allows time for the children to work as a small group with an adult to complete a task which they may not automatically choose to do independently. This time is given for the children to show what they are capable of achieving and allows the adult time to make adjustments or plan further interventions if they notice a child is struggling or needs challenging even further.

Books have a big role in our setting. Each topic is designed with a book in mind, with the lessons being planned from ideas taken from those books. Our Literacy Spine, which runs through the whole school, have books specifically chosen to help the children understand more around a topic but also inspire them when learning how to read and what the purpose behind reading might mean to them. We follow Read Write Inc. throughout the school and this provides the children with a great understanding of how phonics can help them to read and write, but also gives them the chance to read books with their ability in mind.

Impact

Throughout the year, the children are assessed on what they know and how their learning is developing. We use the online learning journal, 'Tapestry', to allow all adults to gain an understanding of the development levels of every child in the setting. This journal is also accessible to parents/carers so that they can add their own thoughts and be kept up to date with their child's learning.

All staff in the EYFS contribute their own ideas on how well a child is developing and if they may need some additional support. An online provision map, 'EduKey', is completed if a child is in need of some intervention which needs to be provided alongside their other learning. The progress of the children in the setting is shared with subject leadership teams across the school. This allows the staff to gain valuable insight into how to support the needs of individual children further and how well the school is performing overall.

Prime and Specific Area Progression Maps

The following areas are taken from the EYFS Framework. In each term, the children are assessed against the checkpoints in each ELG. These points are taken from Development Matters. These checkpoints are intended as guidance only and will not limit learning and experiences in any way.

Communication and Language

This area covers the development of speaking and listening. Activities are planned to encourage children to communicate and discuss whilst also acquiring new vocabulary.

	Autumn	Spring	Summer
Listening Attention and Understanding	<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Ask questions to find out more and to check they understand what has been said to them. • Engage in storytimes. 	<ul style="list-style-type: none"> • Use new vocabulary throughout the day. • Listen to and talk about stories to build familiarity and understanding. • Engage in non-fiction books. 	<ul style="list-style-type: none"> • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
Speaking	<ul style="list-style-type: none"> • Articulate their ideas and thoughts in 	<ul style="list-style-type: none"> • Connect one idea or action to another 	<ul style="list-style-type: none"> • Use talk to help work out problems and

<p>well-formed sentences.</p> <ul style="list-style-type: none">• Describe events in some detail.• Develop social phrases.• Engage in storytimes.• Learn rhymes, poems and songs.	<p>using a range of connectives.</p>	<p>organise thinking and activities, and to explain how things work and why they might happen.</p> <ul style="list-style-type: none">• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
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Personal, Social and Emotional Development

The children learn the skills for leading happy and healthy lives. Their relationships with peers and adults are strengthened through discussion and open-ended play. They also learn about how to follow the values in our school to ready them for future life.

We promote good oral health, as well as good health in general by learning:

- the effects of eating too many sweet things
- the importance of brushing your teeth
- the correct way to brush their teeth

	Autumn	Spring	Summer
Self-Regulation	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Express their feelings and consider the feelings of others. 	<ul style="list-style-type: none"> • Identify and moderate their own feelings socially and emotionally. 	Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> - lining up and queuing - rules
Managing Self	<ul style="list-style-type: none"> • Show resilience and perseverance in the face of challenge. • Personal hygiene. 	<ul style="list-style-type: none"> • Know and talk about the different factors that • support their overall health and wellbeing: <ul style="list-style-type: none"> • regular physical activity • healthy eating • toothbrushing 	<ul style="list-style-type: none"> • Oral Health

Building Relationships

	<ul style="list-style-type: none">• sensible amounts of 'screen time'• having a good sleep routine• being a safe pedestrian	
<ul style="list-style-type: none">• Build constructive and respectful relationships.	<ul style="list-style-type: none">• Think about the perspectives of others.	

Physical Development

This area focusses on the children’s development of control, mobility and awareness of space. This also aids their development of fine motor skills which will ready them for writing and crafting.

	Autumn	Spring	Summer
Gross Motor Skills	<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping • climbing • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. 	<ul style="list-style-type: none"> • Progress towards a more fluent style of moving, with developing control and grace. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical 	<ul style="list-style-type: none"> • Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

		disciplines including dance and gymnastics.	
Fine Motor Skills	<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. 	<ul style="list-style-type: none"> • Develop the foundations of a handwriting style which is fast, accurate and efficient. 	<ul style="list-style-type: none"> • Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> • lining up and queuing • mealtimes

Literacy

Literacy in the EYFS covers writing, reading and comprehension. The children are given plenty of opportunities to explore each of these areas. As a school, we follow Read Write Inc. which helps the children to develop in all areas of literacy.

	Autumn	Spring	Summer
Comprehension	<ul style="list-style-type: none"> • 'I see, I think, I wonder' picture-based activities. 	<ul style="list-style-type: none"> • Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Talk through Stories 	<ul style="list-style-type: none"> • Talk through Stories
Word Reading	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. 	<ul style="list-style-type: none"> • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme of RWI. • Read simple phrases and sentences made up of words with 	<ul style="list-style-type: none"> • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

		known letter–sound correspondences and, where necessary, a few exception words.	
Writing	<ul style="list-style-type: none"> • Letter formation. 	<ul style="list-style-type: none"> • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. 	<ul style="list-style-type: none"> • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense.

Mathematics

The EYFS Framework has a focus on Number and Numerical Patterns. As a school, we follow White Rose Maths which provided the children with a good level of skills across all areas of maths including number, shape and measure. This ensures that the children leave EYFS with the skills ready for maths in Year 1.

	Autumn	Spring	Summer
Number	<ul style="list-style-type: none"> • Understand the 'one more than/one less than' relationship between consecutive numbers. • Subitise. 	<ul style="list-style-type: none"> • Automatically recall number bonds for numbers 0–5 and some to 10. 	<ul style="list-style-type: none"> • Explore the composition of numbers to 10.
Numerical Patterns	<ul style="list-style-type: none"> • Count objects, actions and sounds. • Compare numbers within 5. • Link the number symbol (numeral) with its cardinal number value for numbers within 5. 	<ul style="list-style-type: none"> • Compare numbers to 10. • Link the number symbol (numeral) with its cardinal number value for numbers within 10. 	<ul style="list-style-type: none"> • Count beyond ten.
<i>Shape and Measure</i>	<ul style="list-style-type: none"> • Compare length, weight and capacity. • Continue, copy and create repeating patterns. 	<ul style="list-style-type: none"> • Compare length, weight and capacity. 	<ul style="list-style-type: none"> • Compose and decompose shapes so that children recognise a shape can have other shapes

		<p>within it, just as numbers can.</p> <ul style="list-style-type: none">• Select, rotate and manipulate shapes to develop spatial reasoning skills.• Compare length, weight and capacity.
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Understanding the World

This area is designed to capture the children’s curiosity about the world around them. Through topics looking at different areas around the world, people around them and a look into the past, the children gain a deeper understanding of the world.

	Autumn	Spring	Summer
Past and Present		<ul style="list-style-type: none"> • Comment on images of familiar situations in the past (<i>household objects/school/rooms in the home</i>). 	<ul style="list-style-type: none"> • Compare and contrast characters from stories, including figures from the past.
People, Culture and Communities	<ul style="list-style-type: none"> • Talk about members of their immediate family and community (<i>people who help us</i>). • Name and describe people who are familiar to them. 	<ul style="list-style-type: none"> • Understand that some places are special to members of their community (<i>Religious buildings</i>). • Recognise that people have different beliefs and celebrate special times in different ways. 	<ul style="list-style-type: none"> • Draw information from a simple map (<i>Map of the school grounds</i>). • Recognise some similarities and differences (<i>daily activities, natural environment and school</i>) between life in this country and life in other countries.
The Natural World	<ul style="list-style-type: none"> • Explore the natural world around them. 	<ul style="list-style-type: none"> • Describe what they see, hear and feel whilst outside. 	<ul style="list-style-type: none"> • Recognise some environments that are

<ul style="list-style-type: none">• Understand the effect of changing seasons on the natural world around them (<i>colours, length of day and temperature</i>).	<ul style="list-style-type: none">• Understand the effect of changing seasons on the natural world around them (<i>colours, length of day and temperature</i>).	<p>different from the one in which they live.</p> <ul style="list-style-type: none">• Understand the effect of changing seasons on the natural world around them (<i>colours, length of day and temperature</i>).
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Expressive Arts and Design

Through art, music, DT, PE and performances, the children develop their imagination and build on their confidence. Rich and meaningful opportunities throughout the year enable the children's interests to flourish.

	Autumn	Spring	Summer
Creating with Materials	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Create collaboratively, sharing ideas, resources and skills. 	<ul style="list-style-type: none"> • Return to and build on their previous learning, refining ideas and developing their ability to represent them. 	<ul style="list-style-type: none"> • Return to and build on their previous learning, refining ideas and developing their ability to represent them.
Being Imaginative and Expressive	<ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. 	<ul style="list-style-type: none"> • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. 	<ul style="list-style-type: none"> • Explore and engage in music making and dance, performing solo or in groups.

