

*“Every child deserves the best possible start in life and the support that enables them to fulfil their potential* Revised Early Years Foundation Stage Framework 2021

### **Our EYRs Curriculum Intent**

Our curriculum begins with the children. We have designed it to build the blocks of knowledge our children need to hold in their long term memory. The environment and staffing are organised to enable us to respond to the children’s interests immediately in order to gain the full value of each child’s curiosity and engagement. By skilfully meeting each child’s needs at the critical moment we aim to ensure learning and progress take place. Crucially, we also ensure we expand the children’s horizons by planning carefully chosen topics over a two year programme that meet the needs of the children within our community. These themes and topics are outlined in our Long Term Plan and are reviewed every two years. Our school wide initiative, The Power of Reading, is often used as a tool to launch topics, linking to a high quality book that stimulates curiosity, imagination and language. It also exposes the children to new and challenging vocabulary. We also strongly believe in the power of spontaneous planning, taking the lead from the children. This is evidenced in our floor books and spontaneous planning board.

We take into account the sequential nature of child development and the skills they need to acquire. However, we acknowledge that not all children follow the same sequential path and may miss steps. For example, some children do not crawl before they walk. When planning for activities we consider, ‘what do the children need to know next- what is the next step?’ and ‘What skills does the child need to develop next’. The environment is enhanced to ensure the children can practise their new learning/skill independently so that the learning becomes embedded. Practise makes permanent! We understand that learning is a holistic process.

### **Our EYRs Curriculum Implementation**

We follow the Statutory Framework for the Early Years Foundation Stage. We use Development Matters and Birth to Five matters to guide our practice and support the development of our curriculum.

A large part of our Early Years Curriculum focuses on manners, routines, social skills, self-management and self-awareness.

We have four simple rules (promises) which support the development of these skills: Be Safe, Be Kind, Be Polite, Be Ready.

We ensure that the children have access to high quality resources that are **permanently available**, this enables the children to become confident, independent learners who can select and use resources to develop their skills and understanding. Carefully chosen and planned enhancements to the environment support the themes, topics and activities that are introduced throughout the year. Provision for indoor and outdoor learning allows for exploration and risk taking to provide effective challenge and opportunities to develop independence for all learners.

The children have daily, planned outdoor experiences during each school day and throughout the year, whatever the weather. Resources are organised to promote child led learning and exploration. Adult led activities are also planned.

As well as teacher led discrete sessions for phonics (early reading and writing) and maths, teaching involves modelling routines and use of the resources and activities available daily to the children. Once the children are familiar with the routines and understand how to use the resources and areas independently, they can teach others, obtain mastery in a skill and make links; selecting resources to experiment, problem solve and develop ideas. The adults, through skilled observation, will choose the optimum moment to intervene when the child(ren) are ready to be taught the next step. Further, adult planned and taught, activities take place to support key learning intentions.

### **Christ Church children will ...**

Develop a love of learning and discovery. Become independent, confident, active learners who love exploring and engaging with their environment, indoor and out. Be actively involved in their learning and development with the adults providing opportunities for the children to develop their interests and lines of enquiry. Manage their feelings and develop self-regulation supported by caring adults. Develop their own ideas and the ability to problem solve and build resilience. Develop positive

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relationships with their teachers, peers and the wider school community. Develop respect for themselves, others, and the cultural diversity of our local, and the wider, community. Be exposed to a wide range of quality texts developing their vocabulary and love of books. Develop problem solving skills. Feel included and represented.

### **Communication and Language: at Christ Church our children will...**

- Understand that their home language is valued
- Be exposed to new and challenging vocabulary
- Be confident to share ideas, ask questions and be inquisitive learners
- Feel listened to and valued with daily opportunities to talk
- Have access to timely intervention when needs are identified

### **Personal, Social and Emotional Development at Christ Church**

- Have support to manage their feelings and emotions
- Understand that independence is key to being a successful learner
- Be exposed to, and develop the intrinsic want to engage with challenge
- Have access to a quiet, sensory area to support management of emotions
- Have opportunities to share their learning environment with parents and carers

### **Physical Development at Christ Church**

- Have access to daily outdoor provision
- Have access to equipment which builds upper body strength and encourages risk taking
- Have access to equipment which develops co-ordination
- Opportunities to explore the natural environment and develop physical well-being (forest school)
- Engage in weekly PE sessions with skilled coaches (EdSport)
- Take part in sports day

### **Literacy at Christ Church**

- Nursery- Have daily high-quality opportunities to develop phonological awareness (phase I)
- Nursery- Opportunities for early mark making and print awareness including name

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- Reception- Have daily high-quality phonics sessions (up to and including phase 4)
- Have exposure to high quality texts-Fiction and non-fiction
- Be encouraged to share books from home
- Have access to weekly rhyme bags, library books and home reading books
- Have access to online reading materials (Bug Club)
- Demonstrate understanding of what has been read to them by re-telling stories and narratives, using their own words and actions, and exploring recently introduced vocabulary, supported by planned activities and the continuous provision
- Have opportunities for exploring texts through questions and discussion
- Have opportunities to apply phonics skills through a range of media, adult supported and independently
- Have access to a high-quality book area resourced with high quality texts and resources to support re-telling and development of early reading skills

### **Mathematics: at Christ Church**

- Engage in daily, high quality mathematical opportunities encompassing number and space, shape, and measure
- Develop number formation
- Have access to high quality resources including Numicon (introduced in nursery)
- Opportunities to solve daily maths challenges e.g., 35 in class, four off today, how many children in today; voting for their favourite story- which story has the most votes?

### **Understanding the World at Christ Church**

- Have exciting experiences. Class trips are organised
- Explore the natural environment. Many opportunities are available within our school grounds
- Have close connections with Christ Church with visits throughout the year
- Have access to a forest school area and engage in planned activities

### **Expressive Arts and Design at Christ Church**

- Deliver class assemblies for the wider school and parents
- Rehearse and perform in a Nativity for an audience
- Engage in art activities indoor and out

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- Have daily access to a range of media and resources that allow the children to experiment with shape, form and pattern

### Nursery- By the end of the year our nursery pupils will:

CL	<ul style="list-style-type: none"> <li>• Use a wide range of age-appropriate vocabulary and speak in simple sentences and joined up sentences using simple connectives</li> <li>• Understand simple questions such as “where is the blue car?” and instructions including two part instructions such as “put your coat on the peg and line up at the quiet room.”</li> <li>• Engage in a two-way conversation with practitioners and peers</li> <li>• Focus their attention for short periods e.g., to take part in an activity; listen, and respond to, a story</li> </ul>
PSED	<ul style="list-style-type: none"> <li>• Separate from their parent or main carer with ease</li> <li>• Play appropriately alongside other children and develop positive relationships with the practitioners and their peers</li> <li>• Follow routines and expectations, showing a developing understanding of their feelings and the feelings of others</li> <li>• Take turns in activities and usually share resources appropriately</li> <li>• Have a developing understanding of the importance of exercise, healthy eating and self-care</li> </ul>
PD	<ul style="list-style-type: none"> <li>• Put on and take off their coat and shoes independently, and attempt to do up fastenings such as zips, buttons and velcro. Hang their coat on their peg</li> <li>• Use the toilet independently, including flushing the toilet and understanding the importance of washing and drying their hands thoroughly</li> <li>• Use a range of tools comfortably including pencils, paintbrushes, scissors, and construction toys</li> <li>• With support, understand how to move throughout the environment and on equipment safely</li> </ul>
L	<ul style="list-style-type: none"> <li>• Identify rhyming words in stories and add to a rhyming string</li> <li>• Listen for and identify a range of sounds – environmental sounds such as an aeroplane, and also initial sounds in words e.g., ‘b’ for ball</li> <li>• Recognise their name and some environmental print</li> <li>• Show an interest in making marks and give meaning to their marks; beginning to write some (or all) of the letters in their name</li> <li>• Begin to orally blend and segment with support</li> <li>• Enjoy stories and talk about characters and significant events, beginning to sequence stories and create their own orally</li> </ul>
M	<ul style="list-style-type: none"> <li>• Begin to recognise the features of some simple 2D and 3D shapes and name them.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Create pictures and build with shapes</li> <li>• Make comparisons of size/quantity eg more/less, bigger/smaller</li> <li>• Use some positional language appropriately such as ‘under’ and ‘behind’</li> <li>• Count from 1-10 (and beyond) both by rote and using 1:1 correspondence</li> <li>• Recognise, begin to form, and solve real world maths problems with numbers to 5</li> <li>• Use Numicon to explore number and solve problems e.g., exploring number bonds to 5</li> </ul>
UW	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the world around them: seasonal change, growth, plants and animals</li> <li>• Engage in scientific, problem-solving activities such as exploring magnetism and testing materials (which material is suitable for a waterproof coat?)</li> <li>• Talk about themselves and their family/community and special events in their own life</li> <li>• Have a developing understanding of different faiths and cultures</li> </ul>
EA&D	<ul style="list-style-type: none"> <li>• Express their ideas in a variety of ways – through music and dance, drawing, painting, making models and more</li> <li>• Be confident in selection and use of a range of media to enable them to express themselves</li> <li>• Engage in imaginative play based on their knowledge and experiences</li> <li>• Begin to develop storylines in their play</li> </ul>

### Reception- By the end of the year our Reception pupils will:

C&L	<ul style="list-style-type: none"> <li>• Articulate their ideas and thoughts in well-formed sentences and ask questions to find out more.</li> <li>• Learn a wide range of new vocabulary and use this throughout their day.</li> <li>• Develop deep familiarity with texts and be able to re-tell stories confidently, some as exact repetition and some in their own words.</li> <li>• Use connectives to connect one idea or action to another.</li> <li>• Be confident speaking to their peers and both familiar and unfamiliar adults.</li> </ul>
PSED	<ul style="list-style-type: none"> <li>• Understand the value of friendship and being respectful of others.</li> <li>• Show resilience and perseverance in the face of challenge and unfamiliar experiences.</li> <li>• Be confident in new situations and routines.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Manage their own personal needs and know the different factors that support their overall health and wellbeing. For example, healthy eating and toothbrushing.</li> <li>• Think about the perspectives of others and adapt their behaviour to suit this.</li> </ul>
PD	<ul style="list-style-type: none"> <li>• Develop the foundations of a handwriting style using the tripod pencil grip.</li> <li>• Use a range of tools competently: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>• Begin to produce a more fluent style of moving, with developing control and grace.</li> <li>• Understand the importance of safety whilst moving and using apparatus.</li> </ul>
L	<ul style="list-style-type: none"> <li>• Enjoy stories and join in at appropriate parts.</li> <li>• Be able to sequence a story using ‘Talk for Writing’</li> <li>• Read individual letters by saying sounds for them.</li> <li>• Blend sounds into words, so that they can read short words and sentences.</li> <li>• Understand what a digraph and trigraph is and begin to apply these in their writing.</li> <li>• Form letters correctly and spell the common exception words taught.</li> <li>• Spell words by identifying the sounds and then writing the sound with letters.</li> <li>• Write short sentences and re-read them to make sure they make sense.</li> <li>• Be able to anticipate what might happen next in a story they are reading.</li> </ul>
M	<ul style="list-style-type: none"> <li>• Be confident when exploring Maths independently and use the mathematical language taught.</li> <li>• Subitise amounts to 5.</li> <li>• Count beyond 20 and understand the counting pattern.</li> <li>• Explore shape and their properties.</li> <li>• Be confident with the composition of numbers to 10 and recognise each of these.</li> <li>• Automatically recall double facts, number bonds to 5 and some number bonds to 10.</li> <li>• Continue, copy, and create repeating patterns.</li> <li>• Say one more/less than a given number.</li> <li>• Understand the concepts of greater than, fewer than and equal to.</li> </ul>
UW	<ul style="list-style-type: none"> <li>• Draw information from a simple map and explore maps from different areas/countries.</li> <li>• Describe what they can see, hear and feel whilst outside.</li> <li>• Understand the effect of changing seasons on the natural world about them.</li> <li>• Take part in simple science experiments including predicting what might happen and conducting a fair test for example children might seek to experiment whether a seed grow in the dark, or how hedgehogs stay warm when they hibernate</li> </ul>

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	<ul style="list-style-type: none"><li>• Compare life in their own country to life in other countries.</li><li>• Celebrate their class members faiths and cultures and understand that people have different beliefs.</li></ul>
EA&D	<ul style="list-style-type: none"><li>• Be confident to design and create their own inventions and models.</li><li>• Be able to explain the artistic process they have used and justify their decisions.</li><li>• Explore and engage in music, dance and performing arts.</li><li>• Develop storylines in their pretend play and engage in music making – performing solo or in groups.</li></ul>