



EYFS Curriculum

Intent

As outlined in the Early Years Foundation Stage framework, every child deserves the best possible start in life and the support that enables them to fulfil their potential. Child development is the most rapid in the early years and experience at this young age shape a child's life. The EYFS framework consist of seven key areas: prime areas are communication and language, physical development and person, social and emotional development; specific areas are literacy, maths, understanding of the work and expressive arts and design. Full details of teaching and learning for each area can be found here:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework - March 2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)

Our Early Years (Nursery & Reception) curriculum is centred around child led learning and our planning is flexible to the interests and needs of each individual child. We offer a play-based curriculum which is underpinned by continuous daily provisions that offers differentiation by skill. Providing an environment that stimulates curiosity by allowing children to take the lead is the key to our practice. This approach allows practitioners to adapt and respond to the child. We make the most of outdoor space to fully engage our youngest learners. We want children to be inquisitive and learn through an enquiry-based approach; this then leads to the development of skills and learning of new knowledge.

Implementation

Each half term our Early Years (Nursery & Reception) classes will have a topic. Learning within the seven Early Learning Goals will then be themed around the overarching topic. Within each topic there will be new words to learn as well as key events covered, story books shared, songs to enjoy and fun and memorable activities planned. Each area will be planned to include both adult and child led activities. Every half term the learning will be enriched by a visit or visitor.

The knowledge aspect of our Curriculum comes through the key vocabulary for each topic/subject and the skills element to our Curriculum is a seven-year journey covering 20 core skills. These skills are evident through each topic we deliver and are developed in every year group. These can be seen on our graphic below.

	Autumn term one	Autumn term two	Spring term one	Spring term two	Summer term one	Summer term two
Understanding The World	All about me Humans	My family Materials	West Buckland Kings & Queens	West Somerset Healthy eating	The UK (mapping) Forces	The World & its Animals Seasons & Changes

Arts & Design	Experimenting Michael Angelo Mark making	3D modelling & Materials Michael Angelo Structures	Flowers Van Gogh Colour	Colour mixing Van Gogh Drawing: observational	Animals Picasso Sketching landscapes	Patterning Kandinsky Multimedia art collage
Physical Development	Fine motor control: funky fingers Fundamentals	Fine motor control: funky fingers Fundamentals	Letter formation Team games	Letter formation Dance	Handwriting Team games	Handwriting Gymnastics
Communication & Language	Listening and attention games	Take turns in small group	Take turns in whole class	Role play	Video and record reading a story	Whole school assembly
Literacy	Rhyming	Alliteration Syllables Phonics	Phonics set 2 Blending for reading	Phonics set 3 Blending for reading	Phonics set 3 Blending for reading, segmenting for writing	Phonics Segmenting for writing
Maths	Numbers to 5 Exploring repeating patterns Length, height 2D Shapes 1-1 correspondence matching, sorting, comparing size and amounts 1 more 1 less Sequencing Representing numbers	Numbers to 5 Exploring repeating patterns Length, height 2D Shapes 1-2 correspondence matching, sorting, comparing size and amounts 1 more 1 less Sequencing Representing numbers	Numbers to 10 1 more, 1 less Representing numbers, comparing numbers, equal & unequal numbers Altogether Heavier/lighter, capacity, measuring Adding & taking away Sequencing Ordering 2d & 3d shapes 2 times table Number bonds to 5	Numbers to 10 1 more, 1 less Representing numbers, comparing numbers, equal & unequal numbers Altogether Heavier/lighter, capacity, measuring Adding & taking away Sequencing Ordering 2d & 3d shapes 10 times table Number bonds to 10	Numbers to 15 Number bonds to 10 Sharing, number patterns, matching estimating doubling Subtraction & addition Shapes 1 more & 1 less Tangrams Odd /Evens Grouping Problem solving Sequencing 5 times table	Numbers to 20 Number bonds to 10 Sharing, number patterns, matching estimating doubling Subtraction & addition Shapes 1 more & 1 less Tangrams Odd /Evens Grouping Problem solving Sequencing 5 times table
PSED	Yoga/relaxation Turn taking	Yoga/relaxation Sharing	Yoga/relaxation Negotiating	Yoga/relaxation Independence	Yoga/relaxation Confidence	Yoga/relaxation Transition

Impact

This approach ensures children develop a deeper level of learning and engagement, which sets them up for successful learning in the future. Evidence of children's individual progress is captured and uploaded to Seesaw. Skills of curiosity, understanding, diversity and respect are established from a young age and support children well in the journey. We use the DfE Development Matters guidance to help us make professional judgements about each child's progress. These are captured for each of the seven Early Learning Goals at the end of each term. We believe it is a best fit approach and understand that children's learning journey is not a smooth pathway - accurate assessments helps practitioners make informed decisions about what each child needs to develop further. Regular internal and external monitoring will show our Early Years Curriculum to be ambitious, sequenced, engaging and reactive to children's interests. Evidence will show that development is well planned yet flexible, broad, balanced, understanding that every child learning journey will be different and rich in vocabulary.

Core Curriculum Skills

recall

apply

decide

evaluate

retrieve

debate

explain

create

analyse

prove

predict

summarise

select

observe

compare /
contrast

design / plan

question

identify

demonstrate

investigate



WEST BUCKLAND
PRIMARY SCHOOL
AND NURSERY