



# Danegrove Primary School

## EYFS Overview 2021-2022



### Curriculum Framework for Literacy EYFS

#### Statutory Educational Programme

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 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).

#### Early Learning Goals for Reference

##### **Comprehension**

- 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.

##### **Word Reading**

- 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.

##### **Writing**

- 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.

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## Curriculum Outcomes for Danegrove - Literacy

Children arrive at Danegrove with very varied levels of literacy skills and abilities. We introduce and revisit the key concepts and skills below throughout the year to support children's development in their reading, writing and spoken language. This learning happens in many ways in our provision including our phonics sessions which provide the building blocks for reading and writing. Quality texts drive our curriculum along with memorable experiences, responding to children's interests and opening the world to our children. Provision throughout our unit provides the children with endless opportunities for exploring mark making and reading in a variety of different ways and for a variety of different purposes both indoors and outside. All with one intention, to instil a love and enjoyment of both reading and writing in all their forms. Curriculum pathways are identified in the medium term plan to ensure that children's progress is carefully assessed throughout the year.

### Phonics

- Read Write Inc. programme set 1 and set 2, beginning set 3 as appropriate.
- Practise and application of early reading can be seen through opportunities in the continuous provision.

### Early Reading

- Read stories individually and as a class to build fluency.
- Explore quality texts which will help children develop a sense of story and understanding of writing conventions.
- Develop phonological awareness, so that children can recognise words with the same initial sounds.
- Read simple CVC words and some common exception words.
- Read simple sentences made up of words with known letter sounds and a few exception words.

### Writing

- Give meanings to the marks they make when writing with a purpose - curriculum pathway for Autumn Term.

- Spell words by identifying the sounds and then using the appropriate grapheme.
- Write phrases and short sentences with an awareness of capital letters, finger spaces and full stops

## **Handwriting**

- To develop a comfortable pincer grip for writing.
- Form patterns making lines from top to bottom, left to right and anticlockwise circles.
- Write some letters accurately with an awareness of upper and lower case.
- Children write their own name.

## Characteristics of Effective Learning

Show particular interests.  
Represent their experiences in role play.  
Be proud of how they accomplish something.  
Thinking of ideas.

## **Curriculum Framework for Physical EYFS**

### Statutory Educational Programme

**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.**

## Early Learning Goals for reference

### **Gross Motor Skills**

- *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.*

### **Fine Motor Skills**

- *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.*

## **Curriculum Outcomes for Danegrove - Physical**

**At Danegrove, children arrive at our school with very varied levels of physical skills and abilities. We introduce and revisit the key concepts and skills below throughout the year to support children's development. This involves building children's gross and fine motor skills which in turn helps them become more confident in using their bodies. Much of this learning happens in the outdoor area where children have the space to roll, crawl, walk, jump, run, hop, skip and climb. When learning inside, the children have access to a range of activities which build muscles in their fingers and arms; they are encouraged to roll squish, thread, pinch and cut a variety of materials as a basis for building good pencil control.**

- Develop gross motor skills including stability, balance, spatial awareness, coordination and agility.
- Develop skills with using equipment for physical activity, including throwing, catching, batting, aiming, passing and kicking.
- Improve stamina and core strength as key skills for life.
- Experience physical game play and develop known games that can be played with or without adult support.
- Develop fine motor skills including control, precision and hand eye coordination.
- Develop strategies for keeping our own bodies' healthy including drinking water, knowing about healthy choices around food and rest.

## Characteristics of Effective Learning

- Seeking challenge.
- Bouncing back after difficulties.
- Finding new ways to do things.
- Showing satisfaction in meeting their own goals.

## Curriculum Framework for Understanding the World EYFS

### Statutory Educational Programme

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 increases 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 supports understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

### Early Learning Goals for reference

#### ***Past and Present***

- *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.*

#### ***People, Culture and Communities***

- *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.*

### ***The Natural World***

*- Explore the natural world around them, making observations and drawing pictures of animals and plants.*

## **Curriculum Outcomes for Danegrove - Understanding the World**

**Our Understanding of the World curriculum focuses on giving children real life experiences to enrich their learning opportunities. We regularly visit the local area from visits to the park to a local flower shop to talk about gardening. A range of people are invited to visit the school and talk about their experiences in order to broaden the children's knowledge.**

**We lay the foundations for children's learning in geography, history, R.E, computing and science in KS1 through the opportunities that we provide both inside, outside and within the local community.**

**We use high quality stories and information texts to build their vocabulary and extend their experiences. We encourage children to ask questions about their environment and to use their sense to investigate the world around them. Children are encouraged to share their personal knowledge and links are made to home and culture as we passionately believe that children's diverse culture should be celebrated.**

- Draw information from a simple map and in turn create a simple map; drawing symbols/pictures to represent specific areas.
- Understand that some places are special to members of their community.
- Explore the natural surroundings in the local area and name, locate and identify simple (e.g.- brook, woods rural, bus stop, underground station, urban, residential, retail area)
- Begin to make sense of their own life story and family history, through looking at baby photos and pictures of special events.
- Comment on images of familiar situations in the past and compare.
- Be familiar with vocabulary that shows the passing of time, e.g., today, yesterday, tomorrow, the present, the past, the future, day, week, month, long ago, old new/recent memory, remember, when and what.
- Listen to stories about past events and characters, e.g., development of the bicycle, Marianne North, David Attenborough or Steve Backshall, Greta Thunberg.

- Begin to understand the need to respect and care for the natural environment and all living things.
- Plant seeds, care for growing plants and experience over the year, the life cycle of a plant.
- Talk about the properties of materials (stretchy, squashy, waterproof, soft, hard, see-through, shiny, dull, smooth, rough) and the changes they notice when they are pushed, pulled, made wet, heated or frozen.
- To begin to learn that a push or a pull can make something speed up, slow down or change direction and use appropriate vocabulary that relates to forces, such as push, pull, slide, spin.
- Understand the key features of the life cycle of an animal.
- Compare and contrast the observations they make of plants and the local area during the different seasons.
- To understand that everyone is a unique human being and is special (name special people from Christian, Muslim, Jewish Sikh and Hindu faiths).
- To explore a range of celebrations, worship and rituals in a religion noting similarities and differences.
- Discuss naming ceremonies.
- Discuss what is personal information and who can we trust with this?
- Begin to understand how information can be accessed through the Internet.
- Early keyboard and mouse skills.
- To follow simple oral algorithms.
- Input a sequence of commands into the Bee-Bots.
- Identify ways information can be put onto the Internet.

### Characteristics of Effective Learning

Using senses to explore the world around them.

Taking a risk, engaging in new experiences and learning by trial and error.

Enjoy meeting challenges for their own sake rather than external praise or rewards

Testing their ideas.

Planning and making decisions about how to approach a task.

## Curriculum Framework for Mathematics EYFS

### Statutory Educational Programme

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, it is important that 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.

### Early Learning Goals for reference

#### **Number**

- 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

#### **Numerical Patterns**

- 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.

## Curriculum Outcomes for Danegrove - Mathematics

Children arrive at Danegrove with very varied mathematical skills, which we build on. Key concepts are introduced and revisited throughout the year to support children's development in their number and reasoning work. Through practical activities we ensure that children's early experiences in maths are visual and stimulate discussion and thinking. This learning happens in many ways, including specific instruction, maths games and activities. Provision

throughout our unit provides the children with endless opportunities for children to explore different concepts of number, develop mathematical language and encourage children to explain their ideas.

- Count objects, actions and sounds to 20 and beyond.
- Subitise, recognise a number of objects without counting, use this skill in recognising to be able to group different numbers together, for example see 7 dots and know it's seven because they can quickly see a group of 5 and a group of 2.
- Link the number symbol with its cardinal number value.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10.
- Automatically recall number bonds for number 0-5 and some to 10.
- Select, rotate and manipulate shapes to develop spatial reasoning skills, such as:
  - exploring properties through building with 3d shapes.
  - naming square, circle, rectangle, triangle pentagon, cube, cuboid, pyramid, cone, cylinder and sphere.
  - Make pictures by putting different shapes together.
  - Recognise shapes no matter which way it is positioned, e.g., a square with the corner down is a square, not a diamond.
  - Put shapes together to make another shape, e.g., two triangles can make a square.
  - Explore what half a shape will look like.
- Solve problems, including doubling, halving and sharing.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity. Non-standard units of measure, do we want to introduce standard units.
- Collect data and make whole class pictograms.

### Characteristic of Effective Learning

Initiating activities.

Learning by trial and error.

Bouncing back after difficulties.

Checking how well their activities are going.

Changing strategies when needed.

## Curriculum Framework for Communication and Language EYFS

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.

### Early Learning Goals for reference

#### ***Listening, Attention and Understanding***

- 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.*

#### ***Speaking***

- 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.*

## Curriculum Outcomes for Danegrove-Communication and Language

Children enter Danegrove with a wide variety of language skills. Through skilful interactions, staff provide the children with high quality opportunities to discuss ideas, explain their thinking and build their vocabulary. This lays the foundation for children to develop the ability to clearly explain their learning and converse with a variety of people in their community. Vocabulary is explicitly taught and children are encouraged to use the new words throughout the day whilst engaging in activities.

- Describe events in some detail.
- Develop social phrases.
- Engage in story times, listen and talk about stories to build familiarity and understanding (Talk for writing).
- Be familiar with the core text and understand the elements of story that we portray.
- Learn rhymes, songs and poems.
- Articulate their thoughts and ideas in well-formed sentences.
- Learn and be encouraged to use new vocabulary.
- Connect ideas to another using a range of connectives.

### Characteristics of Effective Learning

Taking on a role in their play.

Acting out experiences with other people.

Showing satisfaction in meeting own goals.

Being proud of how they accomplish something – not just the end result.

## Curriculum Framework for Expressive Arts and Design EYFS

### Statutory Education Programme

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.

### Early Learning Goals for reference

#### ***Creating with Materials***

- *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.*

#### ***Being Imaginative and Expressive***

- *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.*

### **Curriculum Outcomes for Danegrove**

Expressive Art and Design involves guiding children to express themselves through different creative medium. Being able to explore different materials, artists, movements and music means that children are able to develop their artistic creativity and use it as another way to communicate. We do this through studying an artist or a style of art work regularly. Children are then encouraged to use a range of different art materials, such as paint, collage materials, natural objects, dough or junk modelling to create work that reflects their own interests, imagination and knowledge. Children listen and learn about a range of music and musical artists and are encouraged to respond to the music through art, movement and sound. All of these experiences help children to learn to appreciate and respond to the different artistic experiences they see, hear and participate in.

- Explore, use and refine a variety of artistic effects (collage, dot work, mixing mediums, large scale art) to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent themselves.
- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.

- Develop storylines in pretend play.
- Explore and engage in music making and dance, performing solo and in groups.
- Introduce children to the works of artists and musician, such as:

-Artists: Giuseppe Arcimboldo, Klimt, Seurat, Kusama, Miro/Calder

-Musicians: Tchaikovsky, Camille Saint-Saëns, Ella Fitzgerald, Dave Brubeck, Mason Bates and John Adams

### Characteristics of Effective Learning

Find new ways to do things.

Notice patterns and make links.

Pay attention to details.

Engaging in open ended activities.

Showing particular interests.

## **Curriculum Framework for Personal and Social Education EYFS**

### Statutory Educational Programme

**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.**

### Early Learning Goals for reference

#### ***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.*

### ***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*

### ***Building Relationships***

- *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*

## **Curriculum Outcomes for Danegrove-Personal, Social and Emotional**

Personal, Social and Emotional development is crucial to ensure children feel happy and confident and have a passion for learning. With support and guidance children are actively taught how to express their feelings by developing the vocabulary to name emotions and the behaviour that it can invoke. Adults encourage children to have an awareness of others and to forge positive relationships with each other and the adults in the school. Through discussions and circle times children are given opportunities to solve problems themselves and develop independence. Children are always supported to do things themselves and having a 'can do' attitude is celebrated. Games are played both inside and outside which help children develop skills in turn taking and sharing and the importance of being fair.

- Children will see themselves as valuable individuals.
- Understand how it feels to belong and that we are similar and different.

- Build constructive and respectful relationships.
- Identify and express their feelings; consider the feelings of others and in turn be able to moderate their feelings accordingly.
- Think about the perspective of others.
- Start to understand the impact of unkind words
- Start to understand children's rights and this means we should all be allowed to learn and play.
- Learn what being responsible means and name ways in which we are responsible in school and at home.
- Know which words to use when someone says or does something unkind.
- To know how to be a good friend.
- To think of ways to solve problems and stay friends.
- To understand that if I persevere, I can tackle challenges.
- To talk about my worries and/or the things I am looking forward to.
- Know and talk about the different factors that support their overall health and wellbeing.
- Understand that we all grow from babies to adults
- Understand how moving and resting are good for my body.
- Know which foods are healthy and not so healthy and can make healthy eating choices.
- Know how to care for teeth and which foods cause cavities.
- Know how to wash hands thoroughly and understand why this is important especially before eating and after going to the toilet.
- Know what a stranger is and how to stay safe if a stranger approaches.

### Characteristic of Effective Learning

Finding ways to solve problems

Developing ideas of cause and effect

Solve a problem and reach a goal

Persisting with an activity and showing a 'can do' attitude

Taking a risk and engaging in a new experience