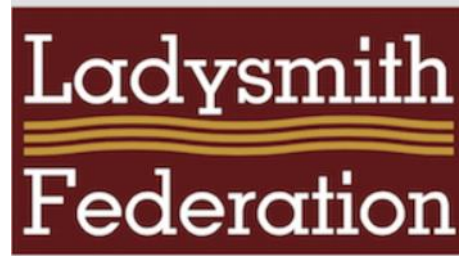


EYFS Curriculum Overview 2022-23



Ambition, Adventure, Achievement

Vision for Every Child

As a Federation we have worked closely to develop our Vision for Every Child. All of our children are equal and yet unique, with their own special talents and needs. This vision is our commitment to do the very best for all of the children and families who are part of Ladysmith.

Our Vision for Every Child

Ambition

- To develop self-motivated, ambitious, independent, caring and happy children
- To provide a rich and exciting curriculum which engages and motivates
- Everyone has the ambition to be as good as they can be in all aspects of their learning
- To promote an active and healthy lifestyle with good mental wellbeing and an understanding of how to stay safe

Adventure

- Provide enrichment opportunities for all which challenge, capture curiosity and develop imagination
- Provide opportunities for children to discover and develop their unique interests and talents
- We help children to understand our rapidly changing world
- We embrace and value diversity within our own community and beyond

Achievement

- We recognise and celebrate achievement in all its forms
- We have high expectations in everything we do
- We do everything we can to ensure that every child is successful
- We provide a secure supportive environment in which children can achieve their full potential

Our EYFS Intent

The Early Years Foundation Stage is a crucial step in children's early development and learning and we recognise this through our ambitious curriculum.

At Ladysmith we want all children to become life-long learners, independent thinkers and confident communicators, and we are committed to providing the opportunities for every child to grow and flourish from the start of their time with us.

Our Early Years Foundation Stage seeks to provide:

- quality and consistency so that every child makes good progress and no child gets left behind
- a secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly
- partnership working between practitioners and with parents and/or carers
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported

The four guiding EYFS principles shape practice in our early year's settings:

1. Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
2. Children learn to be strong and independent through positive relationships.
3. Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
4. Learning and Development. We understand children develop and learn in different ways and at different rates. The EYFS framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

It is our intention that our curriculum provides the basis for learning and development but that, following best practice, class teachers adapt to and reflect the individual and collective interests, passions and needs of the children in their class so that learning is a challenging and enjoyable experience for all.

Teaching and Learning in EYFS

Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults. Teachers will stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning. As children grow older and move into the Reception year, there will be a greater focus on teaching the essential skills and knowledge in the Specific Areas of Learning. This will help children to prepare for Year 1 and beyond.¹ We know that young children learn best through play and so ensure they have extended periods of independent play in our provision, supporting them to practise and build on adult-led learning as well as their own fascinations.



The foundation for our curriculum and the learning experience will be rooted in the Prime Areas of the EYFS Framework: Communication and Language; Personal, Social and Emotional Development and Physical Development. The four Specific Areas - Literacy, Maths, Understanding the World, and Expressive Arts and Design - will build on these firm foundations and ensure that children are ready for the depth and breadth of our Key Stage 1 curriculum. Each of these areas follow an educational programme which involves a breadth of activities and experiences for children, as set out under each of the areas of learning in the Statutory framework for EYFS 2021.


Reading is at the heart of our curriculum. We teach all children to read using the Read Write Inc phonics programme from the start of Reception and, where appropriate, in Nursery. All children are taught in groups which match their reading level and make rapid progress. Those in the lowest 20% are quickly identified and small group or 1:1 tutoring is put in place. As well as ensuring that every child becomes a reader, we work hard to instil a love of reading. Children are read to throughout the day individually, in small groups and as a whole class. We provide books and reading opportunities throughout our learning environment and children in Nursery choose and bring home a book from their library weekly, whilst in Reception children visit the school library weekly from the start of school, bringing home a reading for pleasure book alongside their decodable text (when they are ready for this).

¹ taken from The Statutory Framework for EYFS 2021, 1.14


We strongly value our place in our community and our partnerships with parents and carers. Parents are invited into school at regular opportunities to learn more about how we teach and to join in with aspects of the learning day. Using Tapestry, we share information on what children have learnt and how best to support this learning at home. We celebrate the diversity of our community through learning about and sharing festivals and inviting speakers in to talk about their culture and beliefs. We know that children cannot be what they cannot see and so ensure that our curriculum and resources reflect the diversity of modern Britain. We offer children opportunities to engage in cultural visits such as to local museums and theatres, and to understand Ladysmith's place in the wider world through visits to our local park, the beach and moor. Children are taught from the very beginning to value and celebrate the rich tapestry of our community, country and wider world and to be aspirational about their own futures.

	Curriculum focus	Nursery progression <i>Children will be able to:</i>	Reception progression <i>Children will be able to:</i>
Autumn 1	<p>The Story of Me</p> <p><i>Our focus this half term will be on developing children's positive sense of self and their understanding of their own place in the Ladysmith school community. We will spend time talking together and finding out about ourselves, our classmates and others. Through talk and stories, we will explore what it means to be a person, how our likes and dislikes make us unique and learn about how we can value and show love to others. We will start teaching children how to access the provision independently and the routines for the school day. Children will learn how to make positive behaviour choices, create positive interactions, and co-operate and resolve conflicts. We will find out about how to keep our bodies and minds healthy and safe, recognising the amazing things we can all do. We will use books, stories and videos to find out about people who live in different places and celebrate the diversity of our community and the wider world.</i></p>	<ul style="list-style-type: none"> ● Use a wide range of vocabulary to describe themselves, others, their communities and their bodies. Examples include: "different", "same", "kindness" and the basic names for body parts. ● Form strong relationships with adults. ● Separate from parents confidently and engage in play. . ● Develop a sense of community through understanding the meaning of our school rules, values and how these can be shown. ● Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. ● Begin to develop an understand of how others might be feeling. ● Begin to understand the idea of past through developing their sense of their own life story and that of their family. 	<ul style="list-style-type: none"> ● Use new vocabulary confidently throughout the day. Examples include: "respect" "compassion" and some more specific and/or scientific names for body parts. ● Form strong relationships with adults. ● Separate from parents confidently and engage in play. ● Continue to develop a sense of community and show an understanding of our school rules, values and how these can be shown. ● Talk about members of their immediate family and community. ● Express their feelings and begin to consider the feelings of others. ● Recognise some similarities and differences between life in this country and life in other

		<ul style="list-style-type: none"> ● Begin to develop positive attitudes about the differences between people. ● Know there are different countries in the world. ● Make healthy choices about food, drink, activity and toothbrushing. 	<p>countries.</p> <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 - sensible amounts of 'screen time'
<p>Linked texts:</p>	<p>Reading is at the heart of our curriculum. Through books and stories, as well as multiple opportunities to discuss, recreate and explore texts, children will be exposed a wide range of vocabulary which they will become confident using independently. Reading broadens horizons and opens new worlds and children will be read to and stories shared frequently throughout the school day. As well as these linked texts, further books from our love of reading spine will be shared and enjoyed as a class.</p>		

			
Key dates / festivals:	<p>25-27th September: Rosh Hashanah: The Jewish New Year beginning at sundown that encourages reflection.</p> <p>4th October: Yom Kippur: A Jewish day of atonement to reflect on sins and seek forgiveness from God.</p> <p>24th October: Diwali: A 5-day festival of light that combines several different festivals in honour of gods, goddesses, harvests, new year's. It is celebrated by Hindus, Sikhs, and Jains.</p>		

	Curriculum focus	Nursery progression <i>Children will be able to:</i>	Reception progression <i>Children will be able to:</i>
Autumn 2	<p><i>Autumn and Winter: festivals and changes</i></p> <p><i>This half term we will be learning about the changes which occur in the natural world as we move from Autumn into Winter. We will go on nature walks to observe these changes, making observations and asking questions about the things we see. We will think about</i></p>	<ul style="list-style-type: none"> ● Sing a large repertoire of songs. ● Learn new vocabulary associated with the changing seasons and associated with key religious and seasonal festivals, such as 'Hannukah' 'Jewish' 'Christmas' and 'Christian'. Be confident using this 	<ul style="list-style-type: none"> ● Learn new vocabulary associated with the changing seasons and associated with key religious and seasonal festivals, such as 'Hannukah' 'Jewish' 'Christmas' and 'Christian'.


	<p><i>the different clothes we wear at different times in the year. We will explore artworks inspired by Autumn and Winter by famous and influential artists such as Van Gogh, Kandinsky and Georgia O'Keefe, using these to build an understanding of colour. We will create our own seasonal artworks, inspired by the things we have learnt and using a range of materials and resources. We will listen to music linked to the seasons and dance to this, considering how the tempo, rhythm and melodies make us feel and how we can move our bodies in a range of different ways.</i></p> <p><i>We will also learn about different festivals associated with or taking place during the Autumn and Winter, exploring the diversity of beliefs in our community and our country, and celebrating the differences and similarities between us. As we get closer to Christmas we will learn about the Christian story of Christmas and will learn Christmas songs ready to perform. In Reception we will also learn lines for our Nativity play which we will perform for our grownups.</i></p>	<p>vocabulary in their play and discussions with adults to describe the things they observe and notice.</p> <ul style="list-style-type: none"> ● Ask questions to find out more and to check they understand what has been said to them. ● Talk about the differences between materials and changes they notice. ● Continue developing positive attitudes about the differences between people. ● Begin to understand the need to respect and care for the natural environment and all living things. 	<ul style="list-style-type: none"> ● Use talk to explain how things work and why they might happen, using vocabulary linked to their learning and the observations they have made. ● Talk about members of their immediate family and community. ● Understand that some places are special to members of their community. ● Recognise that people have different beliefs and celebrate special times in different ways. ● Explore the natural world around them. ● Describe what they see, hear and feel whilst outside. ● Understand the effect of changing seasons on the natural world around them.
<p>Linked texts:</p>	<p>Reading is at the heart of our curriculum. Through books and stories, as well as multiple opportunities to discuss, recreate and explore texts, children will be exposed a wide range of vocabulary which they will become confident using independently. Reading broadens horizons and opens new worlds and children will be read to and stories shared frequently throughout the school day. As well as these</p>	 <p>The image displays four children's book covers. From left to right: 1. 'Pattan's Pumpkin: An Indian Flood Story' by Chitra Soundar, featuring a large orange pumpkin. 2. 'Farmer Duck' by Martin Waddell and Helen Oxenbury, showing a white duck in a field. 3. 'Shu Lin's Grandpa' by Matt Crossingham, depicting a man and a child. 4. 'Golden Domes and Silver Lanterns: A Muslim Book of Colors' by Hena Khan, showing a woman in front of a mosque.</p>	

	linked texts, further books from our love of reading spine will be shared and enjoyed as a class.	
Key dates / festivals:	31 st October: Hallowe'en 5 th November: Bonfire Night 11 th November: Remembrance Day 13 th -20 th November: Interfaith Week 1 st December: Beginning of Advent 18 th December: Hannukah 25 th December: Christmas Day	

Maths	<p><i>We follow the NumberSense Maths programme for EYFS to ensure that all our children develop a deep understanding of number, becoming confident mathematicians who are able to reason and explain their thinking.</i></p> <p><i>Our focus this term will be on beginning to develop a strong grounding in number, particularly through subitising to 5. Through the use of visual images and manipulatives we will explore numbers 1-5, experiencing lots of different ways of seeing and recognising numbers rapidly and immersing the children in</i></p>	<ul style="list-style-type: none"> ● Say one number for each item in order: 1,2,3,4,5 ● Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). ● Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). ● Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. 	<ul style="list-style-type: none"> ● Count objects, actions and sounds. ● Develop fast recognition of up to 5 objects, without having to count them individually ('subitising'). ● Link the number symbol (numeral) with its cardinal number value. ● Understand the 'one more than/one less than' relationship between consecutive numbers. ● Start to explore the composition of numbers to 5.
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	<i>numerosity and quantity. We will create opportunities to reason and problem-solve, giving children multiple chances to revisit and explore the representation and composition of numbers to 5, building their understanding of 'quantities within quantities' to develop a deep understanding of numbers.</i>	<ul style="list-style-type: none"> ● Combine shapes to make new ones – an arch, a bigger triangle, etc. 	<ul style="list-style-type: none"> ● Select, rotate and manipulate shapes to develop spatial reasoning skills.
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	Curriculum focus	Nursery progression <i>Children will be able to:</i>	Reception progression <i>Children will be able to:</i>
Spring 1	Traditional Tales This half term we will be listening to and learning traditional stories such as The Three Little Pigs, Jack and the Beanstalk, Goldilocks and the Three Bears and The Gingerbread Man. We will become familiar with story structures and characters by listening to, watching and acting out traditional tales, bringing these into our play and independent learning provision. We will be learning key phrases and vocabulary from these stories, using songs, drama and roleplay to help us retell stories in meaningful and creative ways. We will listen to alternative versions of familiar tales, exploring and enjoying the ways in which authors and illustrators have changed stories and experimented with language and story-telling.	Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary. Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Understand the five key concepts about print: <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing Engage in extended conversations about stories, learning new vocabulary.	Learn new vocabulary and use this throughout the day, as well as use new vocabulary in different contexts. Understand how to listen carefully and why listening is important. Describe events in some detail. Engage in storytimes. Listen carefully to rhymes and songs, paying attention to how they sound. Develop storylines in their pretend play. Create collaboratively, sharing ideas, resources and skills.

<p>Linked texts:</p>	<p>Reading is at the heart of our curriculum. Through books and stories, as well as multiple opportunities to discuss, recreate and explore texts, children will be exposed a wide range of vocabulary which they will become confident using independently. Reading broadens horizons and opens new worlds and children will be read to and stories shared frequently throughout the school day. As well as these linked texts, further books from our love of reading spine will be shared and enjoyed as a class.</p>	
<p>Key dates / festivals:</p>	<p>January 1st: New Year's Day January 22nd: Chinese/Lunar New Year January 25th: Burns Night January 27th-29th: Big Garden Bird Watch January 30th – February 6th: National Storytelling Week February 3rd: NSPCC Number Day February 6th- 12th: Children's Mental Health Week February 10th: School Science Day February 14th: Valentine's Day</p>	

	Curriculum focus	Nursery progression <i>Children will be able to:</i>	Reception progression <i>Children will be able to:</i>
Spring 2	<p>We are all story-tellers This half-term we will build on our learning about traditional tales, using this to help us create new stories of our own. We will use</p>	<p>Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary. Sing a large repertoire of songs.</p>	<p>Learn new vocabulary and use this throughout the day, as well as use new vocabulary in different contexts.</p>

	<p>‘Helicopter Story’ sessions to tell and act out stories as a group, using language, movement and noise to share our narratives. The children will listen to and enjoy a range of stories featuring different characters and narrative arcs, linking these to the stories they know already and noticing similarities and differences. We will use the new vocabulary and language styles we hear in our play and our own stories, drawing, writing and digitally recording these to share with others. We will use Aurora Music to explore musical instruments and melodies.</p> <p>As we move into Spring we will begin to observe the changes which occur in the natural world and listen to stories, poems and non-fiction texts which explain what is happening.</p>	<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Understand how to listen carefully and why listening is important. Describe events in some detail. Engage in storytimes. Listen carefully to rhymes and songs, paying attention to how they sound. Develop storylines in their pretend play. Create collaboratively, sharing ideas, resources and skills.</p>
Linked texts:	<p>Reading is at the heart of our curriculum. Through books and stories, as well as multiple opportunities to discuss, recreate and explore texts, children will be exposed a wide range of vocabulary which they will become confident using independently. Reading broadens horizons and opens new worlds and children will be read to and stories shared frequently throughout the school day. As well as these linked texts, further books from our love of reading spine will be shared and enjoyed as a class.</p>		
Key dates / festivals:	<p>21st February: Shrove Tuesday 22nd February: Ash Wednesday 1st March: St David’s Day</p>		

	2 nd March: World Book Day 7 th March: Holi 10 th -19 th March: British Science Week 17 th March: St Patrick's Day 19 th March: Mother's Day 22 nd March: Start of Ramadan
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Maths	<p><i>We follow the NumberSense Maths programme for EYFS to ensure that all our children develop a deep understanding of number, becoming confident mathematicians who are able to reason and explain their thinking.</i></p> <p><i>We supplement this with material from NCETM and Numberblocks, and from Learning Trajectories, ensuring that children also have a strong sense of shape, pattern and measure.</i></p>	<p>In Nursery the children will be learning to say one number for each item in order: 1,2,3,4,5 and know that the last number reached when counting tells you how many there are in total ('cardinal principle'). They will develop fast recognition of up to 3 objects, without having to count them individually ('subitising'), linking quantity with the spoken number name, the corresponding number of fingers and to the numerals. Using visuals and manipulatives the children will begin to explore how 2 and 3 can be partitioned, focusing on quantities within quantities. Through daily routines and opportunities in the environment, the children will also learn to recite numbers past 5 and compare quantities using the language of 'more than' and 'fewer than'.</p> <p>We will also be looking at pattern, detecting and using patterning implicitly and intuitively, such as in movement activities or common nursery rhymes that repeat words and action. The children will learn to recognise a simple sequential pattern, usually ABAB, as a pattern.</p>	<p>In Reception we will be enumerating between 6-10 items before moving on to partitioning 2,3,4,5 and 10 items and learning the number bonds for these. We will begin by focusing on subitising 6,7,8,9 and 10 through structured arrangements (such as 10 frames), looking at the "5 and a bit" structure of these numbers, recognising odds and evens and introducing useful new visuals such as the 9 square. We will then look at partitioning numbers within 10, focusing on quantities within quantities and drawing attention to the ways numbers can be partitioned into 2 parts before using models and visuals to support the children's understanding of number bonds. We will also be looking at pattern: recognising, describing and building simple ABAB, ABC and ABBC patterns, as well as spotting errors and</p>
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			correcting patterns. We will look for patterns around us in nature and describe these.
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