

Randlay Primary School and Nursery EYFS Curriculum (Nursery 1)



EYFS Curriculum Intent, implementation and impact

Intent

In the EYFS at Randlay Primary School and Nursery our curriculum is driven by our school ethos of '**Working together as one**', which values collaboration, aspiration, courage, excellence, respect and creativity.

Across our EYFS, we follow the **Early Years Statutory Framework for the Early Years Foundation Stage**, published in September 2021 by the DfES. The Foundation years are crucial to enable children to develop into resilient, independent learners who are creative and think critically and thus become school ready. Through the Foundation Stage curriculum, we believe children have the right to reach their full potential and be the best that they can be.

Implementation

Our ethos is that children learn best through active learning and play. Play helps children to learn and develop through doing and talking, which research has shown to be the means by which children think. Our Early Years setting is equipped with a wide range of resources across a variety of learning areas that supports the seven areas of the EYFS curriculum. These are skilfully developed and planned for by staff to provide meaningful experiences and create learning opportunities for pupils across an engaging and enhanced environment both inside and out. Adults work alongside children during their play modelling skills, encouraging independence, giving them chance to rehearse and embed newly acquired knowledge and skills, whilst providing opportunities to scaffold learning, deepen understanding and challenge thinking. Within the EYFS we recognise the importance that the environment has on learning. Hence practitioners provide a rich, inquisitive environment to spark the children's natural curiosity. Our EYFS environment is an organic space in which learning opportunities are rich, inviting and high quality. Continued investment by staff in this environment is essential in developing an evolving and engaging learning haven for young children. Pockets of beauty encourage further exploration that enhance the life chances of our youngest learners. Our use of natural materials enables our children to engage with seasonal changes and the real world first-hand, enhancing their learning offer exponentially. We place great emphasis on outdoor learning with access to our outdoor and Forest school areas built into our curriculum.

Alongside our enabling environment we ensure children learn through a careful balance of both child led and adult led activities. As children start our Nursery there is a greater emphasis on child-initiated learning, this balance changes as children move through the EYFS. More emphasis is put on 'planning in the moment' with our youngest children, again, as they move through the EYFS a strong over-arching theme then drives the learning and provides real life contexts for children to develop skills and knowledge about their world. Our themes are chosen to give a balance of all areas of learning across the curriculum with a focus on creativity, discovery and exploration. The theme, along with the children's interests and needs, is reflected in the environment, which is enhanced to create awe and wonder, and to enthuse children to engage

in and extend their own learning. There is a clear focus on stories, vocabulary, communication and language-all integral skills that enable learning across all areas. We endeavour to adapt our offer to meet the needs of each cohort, offering additional support and learning opportunities for those who need it, catering for the unique child. We review and reflect our EYFS offer across the seven features of effective practice outlined in the Early Years Statutory Framework (2021).

Impact

At Randlay Primary School and Nursery we want to ensure children leave the Foundation Stage ready for the next stage in their learning. We want them to have a rich vocabulary, deep knowledge and enjoyment of stories and be equipped with the learning abilities and characteristics that will enable them to become successful learners. We strive to develop readers and writers who are phonically able and independent, mathematicians who have a deep number sense, and learners who have experiences that develop a rich sense of the world around them. We aim to create happy, healthy children, who are good citizens and friends, and who truly love to learn. We endeavour for our pupils to have all six of our school's core values embedded by the time they leave EYFS.

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Themes	Cycle A	1,2,3 All About Me	Into the woods Festivals and Celebrations	Can I switch it on?	Down on the Farm	Castles and Crowns	Our Wonderful World.
	Cycle B	1,2,3 All About Me	On the move Festivals and Celebrations	Superheroes	Tell Me a Story	Minibeasts	We're all going to the Zoo
Supporting Text A range of poems and rhymes from the following texts: This Little Puffin-Elizabeth Matterson A Great Big Cuddle Twinkle, Twinkle Chocolate Bar My First Oxford Book of Poems	Cycle A	Spot's Birthday Party- Eric Hill Titch-Pat Hutchins Little Red Hen- (traditional) Poems Family poems If you're happy and you know it One finger, one thumb Two little Dicky Birds	Tidy-Emily Gravett Stanley's stick-Jon Hegley Owl Babies-Martin Waddell Lighting a Lamp-Diwali story Little Robin Red Vest-Jan Fearnley Poems/rhymes Christmas Rhymes	Colours, Colours Everywhere- Julia Donaldson Elmer-David Mckee The Colour Monster-Anna Llenas Mouse paint-Ellen Stoll Walsh How to catch a Rainbow-Naomi Jones Lanterns and Firecrackers-a Chinese New Year story Poems/Rhymes	Jasper's Beanstalk-Nick Butterworth The Enormous Turnip (traditional) Oliver's Vegetables-Vivian French Mr. Wolf's pancakes-Jan Fearnley The shopping basket-John Burningham Fruits- a Caribbean counting poem Rhymes Hot Cross buns Little Rabbit Foo Foo Mary, Mary Quite Contrary Humpty Dumpty	Snow White and the Seven Dwarfs (traditional) The Frog Prince (traditional) The Princess and the Pea (traditional) The Paper bag Princess - Robert Munsch The Queen's hat-Steve Antony Rhymes The Queen of Hearts Old King Cole The Grand Old Duke of York	Lucy and Tom at the Seaside-Shirley Hughes Clem and Crab-Fiona Lumbers Somebody swallowed Stanley-Sarah Roberts Pirate Pete-Nick Sharratt Ho Ho Ho a pirating we'll go -Isaac Fitzgerald/ On a Pirate ship Poems/Rhymes Seaside Poems-Jill Bennett A sailor went to sea The Bear went over the mountain
	Cycle B	Head to Toe- Eric Carle Where's my Teddy- Jez Alborough So Much-Trish Cooke Simon Sock- Sue Hendra	On my way home- Jill Murphy We're going on a bear hunt- Michael Rosen Rosie's Walk-Pat Hutchins The Train Ride-June Crebbin Mr Gumpy's Outing- John Burningham Whatever Next!- Jill Murphy	When I grow up-Tim Minchins All through the night-Polly Faber Supertato-Sue Hendra A superhero like you-Dr. Singh Mae among the stars-Roda Ahmed Rhymes Five Little firefighters	Little Red Riding Hood- (traditional) The Three Little Pigs- (traditional) The Gingerbread man- (traditional) Three Billy Goats Gruff-(traditional) Goldilocks and the Three Bears (traditional)	Golden Domes and Silver Lanterns-Helen Khan The Very Hungry Caterpillar-Eric Carle Mad about minibeasts Snail Trail -Ruth Browne Yucky Worms Aargh a spider-Lydia Monks.	Dear Zoo- Rod Campbell Greedy Zebra- Giraffes can't Dance- -Oi Get off our Train-John Burningham Handa's Surprise-Eileen Browne Rhymes My Village-Poems from around the World.

			The Christmas Story	Here we go round the Mulberry Bush	Once Upon a Time- John Prater		
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Communication and Language

Communication and Language is developed throughout the day, every day. Through routine, a strong and embedded vocabulary rich environment and quality stories and poems we develop children's language and ensure communication and rich language is at the heart of all we do. We ensure that the children's voice is valued, and they are given opportunities to talk freely, developing conversations with adults and children. The children have time to talk about events from home, are encouraged to talk in large and small groups and express their feelings and thoughts. Our environment is developed to ensure that adults and children have space to work together to ensure that communication skills can be readily developed. We plan strategically for children's language development through use of our Wonderful Words planning and approach. Each week, we carefully select and highlight vocabulary from our theme and texts we are exploring that will need in-depth explanation. These words will be modelled frequently by all staff and displayed in the classroom so that all staff can recap and reinforce new vocabulary.

Listening and Attention	<p>Throughout the year children will be given opportunities to:</p> <p>Explore a variety of stories, rhymes, poems and fiction linked to our theme, sharing books throughout the session and during our daily story time.</p> <p>Learn to develop their listening and attention during story time.</p> <p>Children will learn to focus on the story and speaker.</p> <p>Demonstrate our good sitting, good listening, good looking and good talking prompts.</p> <p>Be offered a language rich environment in which adults talk with children throughout the day.</p> <p>Children will engage in daily shared book-reading.</p> <p>Become familiar with and grow to love a variety books, songs and rhymes.</p> <p>. Engage in a variety of story retelling activities to help children retell, invent and tell their own rhymes, songs and stories:</p> <ul style="list-style-type: none"> -Small world-based play -Story sac -Role play/Dressing up
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Understanding	<p>Children will be offered provocations to investigate, encouraging them to ask questions.</p> <p>Explore 'I wonder' questions to encourage and promote thinking and challenges.</p> <p>Extend their vocabulary exploring unfamiliar words and concepts and gaining an understanding of what they mean through stories and other activities.</p>
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Speaking	<p>Children will engage in back-and-forth interactions with adults. Children will be encouraged to use 'thinking time' before responding. Children will be encouraged to talk about what is happening and give their own ideas. Children will explore new vocabulary which occurs frequently in books and other contexts.</p>				
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<ul style="list-style-type: none"> ➤ I can listen to simple stories and know what is happening, with the help of pictures. ➤ I know our good listening code. ➤ I know the names of common objects within the nursery. 	<ul style="list-style-type: none"> ➤ I can identify familiar objects and properties for my teachers when they are described. 	<ul style="list-style-type: none"> ➤ I understand and act on longer sentences like 'make teddy jump'. ➤ I know how to use language to share my feelings, experiences and thoughts. 	<ul style="list-style-type: none"> ➤ I know and understand simple questions about 'who', 'what', and 'where'. 	<ul style="list-style-type: none"> ➤ I can show interest in playing with sounds, songs and rhymes. ➤ I am developing an understanding of simple concepts e.g. fast/slow. 	<ul style="list-style-type: none"> ➤ I know how to use a variety of questions (e.g. what, where, who). ➤ I can use longer sentences e.g. "Mummy gone work." ➤ I know a range of common concepts e.g. hot/cold, fast/slow.
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Outcomes by the end of Nursery:
 Use a range of age appropriate vocabulary and speak using simple and complex sentences.
 Understand simple instructions and questions.
 Focus their attention for short periods of time, such as for a story or game.

Literacy

High quality texts are a key feature of the EYFS curriculum. Children take part in daily book talk where, in addition to features of texts, author and illustrator, children will be asked to anticipate and retell events, discuss key characters and setting, discuss familiar and well-loved stories and develop vocabulary through these key texts. Children also have a daily story read which will also enable these skills, as well as a high reading focus during child-

initiated learning where all children will have access to books across the continuous provision. Vocabulary is developed through thorough vocabulary identification; our wonderful words planning. Poems and rhymes are shared on a daily basis.

Comprehension		<p>Learn how to turn the pages of a book, one by one. Explore how we read books in English print (left to right). Explore a wide range of examples of print with different functions, for example, signs, menus and logos. Explore a variety of stories, rhymes, poems and fiction text. Learn how to look after books by handling them carefully.</p>					
Literacy		<p><u>Reading focus:</u></p> <ul style="list-style-type: none"> ➤ I enjoy sharing a book with an adult. ➤ I can copy finger movements and other gestures from rhymes. <p><u>Writing focus:</u></p> <ul style="list-style-type: none"> ➤ I explore different mark making tools using gross motor movements with movement coming from the shoulder. 	<p><u>Reading focus:</u></p> <ul style="list-style-type: none"> ➤ I enjoy sharing a book with an adult and may begin to have favourites. ➤ I am beginning to know and join in with some songs and say rhymes. <p><u>Writing focus:</u></p> <ul style="list-style-type: none"> ➤ I know how to draw freely with a range of mark making materials both indoors and out such as sticks in mud, chalks. 	<p><u>Reading focus:</u></p> <ul style="list-style-type: none"> ➤ I pay attention and respond to the pictures or words in books. <p><u>Writing focus:</u></p> <ul style="list-style-type: none"> ➤ I know how to draw and write on paper, on screen, and on different textures such as in sand or playdough and through using touch screen technology. 	<p><u>Reading focus:</u></p> <ul style="list-style-type: none"> ➤ I have favourite books and seek them out to share with an adult, with another child, or to look at alone. ➤ I know and repeat words or phrases from familiar stories. ➤ I know and join in with rhymes and songs. <p><u>Writing focus:</u></p> <ul style="list-style-type: none"> ➤ I explore and 	<p><u>Reading focus:</u></p> <ul style="list-style-type: none"> ➤ I know I can ask questions about books. ➤ I can make comments and share my own ideas about a story I have heard. <p><u>Comprehension:</u></p> <ul style="list-style-type: none"> ➤ I can develop play around favourite stories using props. <p><u>Writing focus:</u></p> <p>I know that marks can have meanings. For example: "That says mummy."</p>	<p><u>Reading focus:</u></p> <ul style="list-style-type: none"> ➤ I know some print, such as the first letter of my name, a bus or door number, or a familiar logo. ➤ I am beginning to know and sing some songs and say rhymes independently, for example, singing whilst playing. <p><u>Comprehension:</u></p> <ul style="list-style-type: none"> ➤ I can develop play around favourite stories using props. ➤ I know the main event in a story.

					experiment with different types of marks such as straight wavy and curved lines.		<u>Writing focus:</u> <ul style="list-style-type: none"> ➤ I make marks on my pictures to stand for my name. ➤ I am beginning to hold mark making tools with digital pronate grip or splayed four finger grip.
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Outcome by the end of Nursery:
 Listen for and identify a range of sounds-environmental sounds and also initial sounds in words.
 Enjoy listening to stories and talk about characters and significant events.
 Show an interest in making marks and give meaning to their marks.

Personal, Social and Emotional Development

	<ul style="list-style-type: none"> ➤ I am beginning to build a relationship with my key worker. ➤ I know my name, my preferences and interests and I am becoming 	<ul style="list-style-type: none"> ➤ I know how to do some things myself. <p>I am becoming more able to separate from my carers and explore new situations with support and encouragement.</p>	<ul style="list-style-type: none"> ➤ I am developing a secure relationship with my key worker. ➤ I am beginning to show 'effortful control.' For example, 	<ul style="list-style-type: none"> ➤ I am increasingly able to talk about and manage their emotions. ➤ I notice and ask questions about differences 	<ul style="list-style-type: none"> ➤ I am developing friendships with other children. ➤ I can seek out others to share experiences. ➤ I can safely explore emotions 	<ul style="list-style-type: none"> ➤ I can talk about my feelings in more elaborate ways: "I'm sad because.." ➤ I can show some understanding that other people have perspectives,
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	<p>aware of my unique abilities.</p> <ul style="list-style-type: none"> ➤ I know who my key worker is. 		<p>waiting for a turn.</p> <p>I can participate more in collective cooperation as my experience of routines and understanding of some boundaries grows.</p>	<p>, such as skin colour, types of hair, gender, special needs and disabilities.</p>	<p>beyond my normal range through play and stories.</p> <ul style="list-style-type: none"> ➤ I am developing an understanding of and interest in differences of gender, ethnicity and ability. 	<p>ideas, needs that are different to mine.</p>
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Outcome by the end of Nursery:

Separate from their parent or main carer comfortably.

Play with other children and develop positive relationships with Nursery adults.

Follow routines and expectations in Nursery, showing some understanding of their feelings and the feelings of others.

Physical

<p>Gross motor and fine motor skills</p>	<ul style="list-style-type: none"> ➤ I know how to walk, run, jump and climb-and start to use the stairs independently. ➤ I show an increasing desire to be independent, such as wanting to feed myself and dress or undress. 	<ul style="list-style-type: none"> ➤ I can sit on a push-along wheeled toy and use feet to push myself along. ➤ I can explore different materials and tools. ➤ I know how to turn pages in a book. 	<ul style="list-style-type: none"> ➤ I know how to wash and dry my hands independently. ➤ I can move in response to music, or rhythms played on instruments such as drums or shakers. ➤ I can show increasing control in holding, using 	<ul style="list-style-type: none"> ➤ I am developing manipulation and control of small objects such as beads and pegs. ➤ I know how to hold mark-making tools with thumb and all fingers. 	<ul style="list-style-type: none"> ➤ I know how to use a wheeled toy with increasing skill such as pedalling, balancing, holding handlebars and sitting astride. ➤ I know how to kick a stationary ball with either foot, 	<ul style="list-style-type: none"> ➤ I am developing an increasing understanding of and control of the bowel and bladder urges and start to communicate my need for the toilet. ➤ I know how to use large and small motor skills to do things independently,
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		<ul style="list-style-type: none"> ➤ I know how to hold a cup with two hands and drink well without spilling. ➤ I know how to feed myself competently. 	<p>and manipulating a range of tools and objects such as jugs, tambourines, hammers, and mark making tools.</p> <ul style="list-style-type: none"> ➤ I know how to climb up and down stairs by placing both feet on each step while holding a handrail for support. 	<ul style="list-style-type: none"> ➤ I know how to help with putting on and taking off simple clothing items such as hats, unzipped jackets and wellington boots. 	<p>throw a ball with increasing force and accuracy and start to catch a large ball by using two hands and my chest to trap it.</p>	<p>for example, pour drinks and do up zips.</p>
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Outcome by the end of Nursery:

Put on and take off their coat independently.

Use the toilet independently, including understanding the importance of hand washing.

Use a range of tools comfortably including pencils, paintbrushes, scissors and construction toys.

Mathematics

<p>I can take part in finger rhymes with numbers-joining in with actions.</p> <p>I move my body and toys around objects</p>	<ul style="list-style-type: none"> ➤ I know when there are changes in amounts in a group of up to three items. 	<ul style="list-style-type: none"> ➤ I know words 'lots, 'more' or the 'same' and can use to compare amounts. ➤ I know some counting 	<ul style="list-style-type: none"> ➤ I can count in everyday contexts. ➤ I know some counting words. ➤ I know and can join in 	<ul style="list-style-type: none"> ➤ I am beginning to say some numbers in order, some of which are in the right 	<ul style="list-style-type: none"> ➤ I am beginning to notice numerals (number symbols) ➤ I know what a pattern is (AB) and arrange
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	and explores fitting into spaces.	<ul style="list-style-type: none"> ➤ I enjoy building with a range of resources. 	<p>behaviour, such as pointing or saying some numbers in sequence.</p> <ul style="list-style-type: none"> ➤ I know how to complete an inset puzzle. ➤ I know and can join in with number rhymes saying some words and joining in with actions. ➤ I am beginning to explore differences in size. 	<p>with number rhymes-joining in actions with fingers and responding to questions such as 'How many now?'</p> <ul style="list-style-type: none"> ➤ I know and respond to some spatial and positional language. I am beginning to explore differences in length, height and weight. 	<p>order (ordinality)</p> <ul style="list-style-type: none"> ➤ I know what take or give means and can use with two or three objects. ➤ I am beginning to count on my fingers. ➤ I am beginning to anticipate times of the day such as mealtimes or home time. 	<p>things in patterns.</p> <ul style="list-style-type: none"> ➤ I know some words about immediate past and future- soon, later. ➤ I am beginning to explore differences in capacity.
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Outcomes by the end of Nursery:
 Make comparisons of size/quantity e.g. more/less, bigger/smaller
 Begin to recognise some numerals.
 Count from 1-10 by rote and 1-5 using 1:1 correspondence.
 Begin to recognise some features of 2D and 3D shapes and name them.
 Use some positional language appropriately.

Understanding the World

	<ul style="list-style-type: none"> ➤ I can explore natural materials inside and out. ➤ I can operate mechanical toys, e.g. turns a knob on a wind-up toy. ➤ I know who my immediate family, relations and pets are. 	<ul style="list-style-type: none"> ➤ I can explore materials with different properties. ➤ I can play with water to investigate "low technology" such as washing and cleaning. 	<ul style="list-style-type: none"> ➤ I notice detailed features of objects in my environment. ➤ I seek to acquire basic skills in turning on and operating some digital equipment. 	<ul style="list-style-type: none"> ➤ I explore and respond to different natural phenomena in my setting and on trips. ➤ I am beginning to talk about some of the things I have observed such as plants, animals, natural and found objects. 	<ul style="list-style-type: none"> ➤ I can make connections between the features of my family and other families. ➤ I know how to use pipes, funnels and other tools to transport water from one place to another. ➤ In pretend play, I am beginning to imitate everyday actions and events from my family and cultural background. 	<ul style="list-style-type: none"> ➤ I notice differences between people. ➤ I enjoy playing with small world reconstructions building on first-hand experiences e.g. visiting farms, garages, train tracks. ➤ I am learning that I have similarities and differences that connect me to, and distinguish me from, others. ➤ I know the routine of the Nursery session. ➤ I know our days of the week song. ➤ I can make observations about the daily weather.
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Expressive Arts and Design

Throughout the year children will have the opportunity to	Draw	Use a range of mark making media e.g. pencils, chalk, pastels. Use marks and pictures to express their thoughts and feelings. Begin to use and name different lines e.g. thick, thin, wavy, straight. Create simple drawings on what they observe.					
	Painting	Use a range of painting materials e.g. thick, thin, ready mix, powder, poster finger paints etc. Use everyday objects to make shapes and marks in paint e.g. cotton reels, sticks, wheels, brushes. Be able to name and describe colours. Begin to understand what happens when colours are mixed together. Combine paint and other materials to create texture.					
	Sculpture and form	Use a range of modelling materials to explore form, e.g. salt dough, junk modelling materials, playdough. Use everyday objects to make marks in modelling materials e.g. cotton reels, sticks, etc.					
	Printing	Use tools and everyday objects to make marks and everyday prints.					
Being imaginative And Creating with materials	<ul style="list-style-type: none"> ➤ I can explore paint, using fingers and other parts of my body. <p>I explore my voice and enjoy making sounds.</p>	<ul style="list-style-type: none"> ➤ I can explore different materials using all my senses to investigate them. ➤ I am beginning to join in with songs and rhymes, making some sounds. 	<ul style="list-style-type: none"> ➤ I am beginning to make marks intentionally. ➤ I know how to explore paint, using brushes and other tools. ➤ I can manipulate and play with different materials. ➤ I explore a range of sound-makers and instruments and know how to play them in different 	<ul style="list-style-type: none"> ➤ I can use my imagination when playing with different materials. ➤ I know and take part in action songs, such as Twinkle, Twinkle. ➤ I enjoy and respond to playing with colour in a variety of ways, for example, combining colours. 	<ul style="list-style-type: none"> ➤ I know how to make simple models which express my ideas using a range of construction equipment. 	<ul style="list-style-type: none"> ➤ I am starting to develop pretend play, pretending that one object represents another. ➤ I can express ideas and feelings through making marks and know I can give meaning to the marks I make. I notice patterns with strong contrasts. 	

			<p>ways-rubbing, shaking, tapping, striking.</p> <p>I show an interest in the way sound makers and instruments sound and experiment with ways of playing them- fast/slow, loud/quiet.</p>			
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Outcome by the end of Nursery-
Express their ideas in a variety of ways-through music and dance, drawing, painting and making models.
Engage in imaginative play based on their knowledge and experiences.