All Saints' Church of England Primary School

Early Years Foundation Stage Curriculum

Our School

All Saints' CofE Primary school is a one form entry school with a 25 place nursery. The children in nursery attend either full time or part time of two and a half days. The nursery is part of our Early Years Foundation Stage unit, where our reception and nursery children learn together. The setting is very large with a lovely outdoor area for the children to explore. The majority of our children in nursery continue their journey with All Saints and move into our reception class. On entry to nursery just over half of the children are at expected levels of development. As the children leave the unit the majority of children are at our above expected development and our good level of development (GLD) is well above national average.

Our Community

All Saints' CofE Primary school is part of the All Saints parish and the school has very close links with the church and its parishioners. The children regularly visit Church and the parishioners lead assemblies in school. At the centre to all of our teaching is our vision, 'happy are we as we journey together in faith and love'. The school is predominately white British and with a mixture of housing in our catchment, so some of our children do not have freely access to outdoor space. However there are many parks in the area that the children enjoy visiting. Children eligible for pupil premium funding is just below national average. We strive to deliver a curriculum that recognises its community and give our children the opportunity to understand how historical events effected the community they live in.

Our Early Years Ethos:

Happy are we as we journey together to become confident, healthy, curious and resilient learners.

At All Saint's Church of England Primary, all teaching staff deliver an EYFS curriculum through immersion in high quality teaching alongside an enriched environment that stimulates and engagers all learners. In the large outdoor environment children are able to take risks, explore nature, be active, develop their creativity and vocabulary in an ever changing environment. We are developing articulate, independent learners who have a curiosity for the world around them, who can draw on their imagination, develop their practical skills, value the importance of their peers and understand their own emotions.

Our philosophy is to nurture every child's curiosity and enthusiasm for learning, developing resilience and confidence as they take their first steps on their own unique journey of lifelong learning.

The intent for our children is to enter the next stage of their education ready to tackle new challenges with confidence and a positive mindset, developing the 'whole child'.

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Our Broad Curriculum Aims:

Through our teaching, our environment, listening to the children's interests and using a wide range of stimulating texts we want our children to be…

Resilient

The importance of making mistakes and learning from them—a can do attitude!



Articulate

Through rich conversations and modelled language, children communicate effectively using a wide range of vocabulary.

Story Tellers

Through a variety of stories and enriched language children can retell and act out stories and create their own.

Imaginative

Through creative play they can express their feelings, thoughts and ideas.



Readers

An understanding of phonics to read age appropriate texts and develop life long love of reading.

Writers

To have a purpose for writing and a willingness to tell a story through drawings, marks and words.

Confident

Through positive relationships develop confidence in unknown situations and try new challenges with others and independently.

Independent

To have the opportunity to make their own choices and develop their own self-help skills.



Compassionate

To form good relationships with others, understanding how their emotions effect themselves and others.



Problem solvers

Through questioning and challenges the children seek their own problems to solve.

Healthy

To engage in active play and understand the importance of healthy choices and looking after their body.

Inquisitive

Through a stimulating environment the children show curiosity for their world around them.



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Our Underpinning Curriculum:

The Characteristics of Effective Learning:

Playing and exploring

Our children will have opportunities to investigate and experience a variety of things—have a go.

Active learning

Our children will concentrate and keep on trying, even when they encounter difficulties, and enjoy and be proud of the achievements they make.

Creating and thinking critically

Our children will have the opportunity to develop their own ideas, make links between their ideas, and develop the strategies to be able to do this.

Our Enabling Environment:

Overarching principles.. Children learn and develop well in enabling environments with teaching and support from adults who respond to their individual interests and needs and help them build their learning over time (Statuary Framework EYFS 2021)

Our Continuous provision provides the children with an environment to learn, play and challenge themselves.

Outdoor Environment

Water, large construction, literacy shed and maths shed, books, small world play, mud kitchen, large trim trail and climbing frame, gardening, investigation, sports equipment.

Indoor Environment

Sand, water, role play, home corner, investigation, malleable, art table and easel, workshop, small and large construction, small world, book area, maths, mark-making, jigsaws, self service snack.

We value the importance of books and endeavour there are reading opportunities in all of our continuous provision areas.

The Predictable Curriculum:

The rhythm of the year

Our children will have opportunities to investigate and experience the changes in seasons and weather in our outdoor environment. They will plant, nurture and harvest in the garden. They will celebrate key festivals, sharing their own experiences.

Wow Curriculum:

Our children will have the opportunity to visit zoos, farms, museums and look after ducks, caterpillars, chicks in school. The emergency services will visit school.

Following the interests of the children:

Our children will have the opportunity to follow their own interests and listen to a variety of stories and rhymes linked to their interests.

Interests: dinosaurs, superheroes, people who help us, emergency services, bears, light and dark, buildings, animals, pirates, fantasy, fairies, shopping, floating and sinking, magnets.

Positive Relationships:

Overarching principles...children learn to be strong and independent through positive relationships .

Children benefit from a strong partnership between practitioners and parents and/or carers. (Statutory Framework EYFS 2021)

Building Relationships

At All Saints we believe the fundamental principle of developing good learners is through positive relationships between carers, staff, and children. We foster this relationship from the very beginning of our children's journey by listening to their families and building an understanding of each child. We develop key relationships with the children and ensure that children develop good relationships with each other.

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The Statutory areas of learning and development will be taught and implemented through good quality planning, teaching and observation to ensure all children's needs are meet. To help the EYFS team plan for the experiences the children need to achieve their potential they will use a range of materials including Development Matters 2021 and Birth to Five Matters 2021.

Resilient **We want our children to be able to self-regulate, understand their emotions and persevere on a task.** Skills: ♦ To leave carer and settle confidently ♦ To select an activity independently ♦ To look after their self care ♦ To be responsible for their own belongings ♦ To build relationships with practitioners ♦ To feel proud of their achievements ♦ To make mistakes ♦ To ask for help, when needed	**Main areas of learning:** • Personal, social and emotional Development • Physical development • Communication and language	**Resources:** EYFS Statutory Framework 2021 Development Matters 2021 Birth to Five Matters 2021 Jigsaw PSED programme EEF Metacognition Leuven Scales assessment
Articulate **We want our children to be able to communicate effectively with each other and hold a conversation in a range of contexts,. We want our children to be able to communicate their ideas, thoughts and opinions in well-formed sentences, using conjunctives to link ideas.** **Skills:** ♦ To be able to listen to others in a range of situations ♦ To build good relationships with their peers and practitioners ♦ To follow instructions ♦ To understand a range of sentences, including more complex sentences ♦ To be able to communicate clearly and speak in full sentences ♦ To be able to understand and use conjunctives to link ideas ♦ To learn and use topic specific vocabulary (tier 3)	**Main areas of Learning:** ♦ Comunication and Language ♦ Personal, social and Emotional Development	**Resources:** EYFS Statutory Framework 2021 Development Matters 2021 Birth to Five Matters 2021 Wellcomm Assessment Three Tier s of Language ElKLAN

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Confident **We want our children to have the confidence to apply their learning independently and share their experiences with each other. We want our children to perform in front of others.** **Skills:** ♦ To build positive relationships with each other and practitioners ♦ To use and select resources independently ♦ To understand and follow the boundaries and expectations of the setting ♦ To be proud of their achievements and have the opportunity to share these with others ♦ To appreciate the reward systems ♦ To learn songs and parts for short performances	**Main areas of Learning:** ♦ Personal, social and emotional development ♦ Communication and Language ♦ Expressive arts and design	**Resources:** EYFS Statutory Framework 2021 Development Matters 2021 Birth to Five Matters 2021 Leuven Scales Reward systems Assembly
Compassionate **We want our children to be able to verbalise their own feelings and understand their emotions in a controlled manner. We want our children to understand how their actions can effect others and be able to understand the feelings of their peers. We want our children to be able to resolve conflicts that arise independently.** **Skills:** ♦ To communicate in sentences ♦ To identify and name their emotions and feelings ♦ To role play feelings with puppets and figures ♦ To know how and when to ask for help ♦ To build good relationships with their peers and practitioners ♦ To share and take turns ♦ To develop friendships with the other children ♦ To be able to express ideas and opinions	**Main areas of Learning:** ♦ Personal, social and emotional development ♦ Communication and language ♦ Expressive arts and design	**Resources:** EYFS Statutory Framework 2021 Development Matters 2021 Birth to Five Matters 2021 Jigsaw PSED Programme

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Independent **We want our children to be independent in the choices they make and be able to look after themselves .** **Skills:** ♦ To leave carer with ease ♦ To form good relationships with their peers and adults ♦ To ask for help when needed ♦ To select resources and know how to use these resources safely ♦ To be highly involved in an activity and not easily distracted ♦ To develop gross motor skills to move independently over large equipment ♦ To develop fine motor skills to use mark making tools correctly ♦ To use the toilet and wash their hands independently ♦ To put on outdoor clothes independently ♦ To recognise when their body is hungry or thirsty and select a drink and snack independently ♦ To use the skills they have been taught in their own independent challenges	**Main areas of Learning:** ♦ Personal, social and emotional development ♦ Communication and language ♦ Physical development	**Resources:** EYFS Statutory Framework 2021 Development Matters 2021 Birth to Five Matters 2021 Jigsaw PSED Programme Leuven Scales
Story Tellers **We want our children to have a love and passion of stories and rhymes. We want our children to be able to retell a wide range of stories. We want our children to tell stories in their independent play, using the language they have heard.** **Skills:** ♦ To be able to listen to and join in with a range of stories ♦ To build a repertoire of rhymes ♦ To be able to notice and describe the different elements of a story ♦ To understand and use storybook language in their own play ♦ To understand the structures of stories ♦ To look at books independently ♦ To develop a widening vocabulary based on experiences and interests	**Main areas of Learning:** ♦ Communication and language ♦ Literacy ♦ Expressive arts and design	**Resources:** EYFS Statutory Framework 2021 Development Matters 2021 Birth to Five Matters 2021 Hungry Little minds 5 a day

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Readers **Skills:** ♦ To tune into the sounds around them ♦ To have a wide repertoire of songs and rhymes ♦ To look at and handle books independently, turning pages and recognising print conveys meaning ♦ To hear rhymes in stories and songs ♦ To complete a rhyming string ♦ To hear initial sounds in words ♦ To orally segment and blend sounds ♦ To link phoneme to grapheme ♦ To sight read tricky wods ♦ To read books using their phonological knowledge ♦ To talk about the books they have read, showing an understanding of inference	**Main areas of Learning:** ♦ Communication and language ♦ Literacy	**Resources:** EYFS Statutory Framework 2021 Development Matters 2021 Birth to Five Matters 2021 Hungry Little minds 5 a day Letters and Sounds Jolly Phonics Reading scheme books
Imaginative **We want our children to engage in imaginative and creative play to express their own feelings, thoughts and ideas.** **Skills:** ♦ To listen to stories with increasing interest ♦ To use musical instruments to express their feelings and to retell a story ♦ To select the appropriate resources to build, paint and create artwork ♦ To manipulate resources to gain a planned effect ♦ To develop their physical skills to manipulate tools and equipment with control ♦ To articulate their wants and speak in full sentences ♦ To understand and use the vocabulary related to equipment and techniques ♦ To bring a story into their small world play ♦ To role play familiar experiences, using available props	**Main areas of Learning:** ♦ Expressive art and design ♦ Physical development ♦ Communication and language ♦ Understanding the world	**Resources:** EYFS Statutory Framework 2021 Development Matters 2021 Birth to Five Matters 2021 Music Express

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Writers

We want our children to develop their storytelling skills through their drawings. We want our children to use their phonological skills to write full sentences. We want our children to write for a purpose in their independent play.

Skills:

- To have the physical skills to hold and control mark–making equipment
- To draw and talk about their pictures
- To retell familiar stories using story maps
- To label their pictures using their phonological knowledge
- To write their name
- To form lower case and upper case letters correctly
- To write in full sentences using full stop and cpital

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Main areas of Learning:

- **Literacy**
- **Physical development**
- **Expressive arts and design**

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Resources:

EYFS Statutory Framework 2021

Development Matters 2021

Birth to Five Matters 2021

Development of gross and fine motor skills

Development stages of scribbling

Development stages of writing

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Problem Solvers

We want our children to be able to solve problems including mathematical problems. We want our children to be confident with the number system and able to use mathematical vocabulary to explain their thinking. We want our children to use their problem solving skills when constructing.

Skills:

- To be able to count, represent numbers and understand the cardinal value
- To compare numbers
- To understand the composition of number
- To be able to use the language of measure
- To use equipment to represent their mathematical thinking
- To use block play to represent their …
- To use drawings to represent their mathematical thinking
- To make mistakes and keep persevering when solving a

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Main areas of Learning:

- Mathematics
- Communication and language
- Understanding the world

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Resources:

EYFS Statutory Framework 2021

Development Matters 2021

Birth to Five Matters 2021

NCETM 'mastery' approach materials

White Rose Maths

NRich

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Inquisitive **We want our children to have an interest in the world around them, using their senses to explore the natural world, asking questions and gaining an understanding of beliefs and cultures. We want our children to investigate patterns and shapes, developing their mathematical thinking.** **Skills:** ♦ To be able to communicate and ask questions ♦ To be able to name and use their senses ♦ To understand and use descriptive and comparative language ♦ To understand specific language related to plants and animals ♦ To look for and recreate patterns using natural materials ♦ To think carefully about the shapes they need to make models ♦ To talk and describe the properties of shape ♦ To understand that people around the world have different beliefs and cultures ♦ To celebrate different beliefs ♦ To understand the importance of Jesus to Christians ♦ To understand that our school is part of the All Saints wider community	**Main areas of Learning:** ♦ **Mathematics** ♦ **Understanding the world** ♦ **Expressive arts and design**	**Resources:** EYFS Statutory Framework 2021 Development Matters 2021 Birth to Five Matters 2021 NCETM 'mastery' approach materials White Rose Maths NRich Bury RE syllabus
Healthy **We want our children to understand the importance of exercise, healthy eating and keeping our bodies and teeth clean to keep us healthy. We want our children to understand their emotions to keep their minds healthy.** **Skills:** ♦ **To move confidently in a range of ways and develop a range of gross motor skills** ♦ **To recognise the effects of exercise on their bodies** ♦ **To recognise when they are tired and hungry** ♦ **To understand which foods are good for their bodies** ♦ **To use a toothbrush effectively** ♦ **To talk about their feelings and recognise and name emotions**	**Main areas of Learning:** ♦ **Physical development** ♦ **Personal, social and emotional development**	**Resources:** EYFS Statutory Framework 2021 Development Matters 2021 Birth to Five Matters 2021 Hungry little minds Jigsaw PSED programme