

Rationale:

We want our pupils to leave the early years as happy, confident, resilient learners who are kind to others and care for their environment. They will feel safe and secure which will enable them to engage in learning and work independently or collaboratively. We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their own true potential.

St Alban's Early Years curriculum



Curriculum Intent:

Through our teaching at St. Alban's we aim to ensure that all pupils:

Are taught a broad and balanced curriculum.

Stories are at the front of every area of our learning.

Hear and use a range of vocabulary throughout the year and through different topics.

Have a range of experiences throughout the year to broaden their understanding, knowledge and life experiences.

Children develop their language and communication through talk in class discussions, small group work and 1:1 work with teachers.

Play, and more importantly learning through play, is an essential part of the early years foundation stage. As children move into the reception year, a greater emphasis is placed on learning skills that will support and prepare children for the learning expectations in year one.

Within the early learning goals, the 7 areas of learning and development are broken down further into different aspects. It is these aspects that form the 17 different early learning goals that are reported in the EYFSP.

7 areas of learning

Prime areas

- Personal, social and emotional development
- Communication and language
- Physical development

Specific areas

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Implementation:

Phonics – Read Write Inc – small groups – assessed every 6-8 weeks.

Reading – Daily story time at the end of the day – Children vote for their favourite story every day. – School library visits every 2 weeks. Visit to Druids Heath Library – Reading volunteers in school.

Talk through stories – 2 stories per week – 1 book over two weeks – week 1 – story week 2 – Vocabulary

Maths – White Rose Maths – 10/15 minute input 30 minute activities. Mon, Tue, Wed, Fri

Gross motor skills – Long term plan. Bike and scooter days in summer term.

Fine motor skills – Squiggle whilst you wiggle – autumn term – focus in the autumn term. Fine motor Activities during every phonics lesson. Dough disco daily.

Expressive Arts and Design – Three art days throughout the year – Guiseppi Archimboldo, Damien Hirst, Claude Money – PKC topics

Understanding the World

Past and present – Local History day – Where is our school? What was here before? – PKC

People, Culture and Communities – Birmingham Buddhist Centre, Refugee Week, Geography through stories and PKC topics.

The Natural World – Science days – Polar explorer day, Women and girls in science day, Science week.

Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
All about me	Transport: Past and Present	Space	Growing and Changing	Kings and Queens	Stories from the past
My family, my school, my environment, the people around me, people who help us.	Modes of transport now, local transport, early transport including George Stevenson and the steam train, local transport in the past, exploring and travelling.	Our planet Earth, the Moon, the Sun, the planets in our solar system, space travel, astronauts, the International Space Station.	Seasons, plants, what plants need to grow, how we grow and change, how animals grow and change, how things around us change.	Past kings and queens, our Queen, coronations, The Magna Carta, Buckingham Palace, London, locally significant areas in the past	Oral storytelling, Greek Gods, St George and the Dragon, myths and legends.

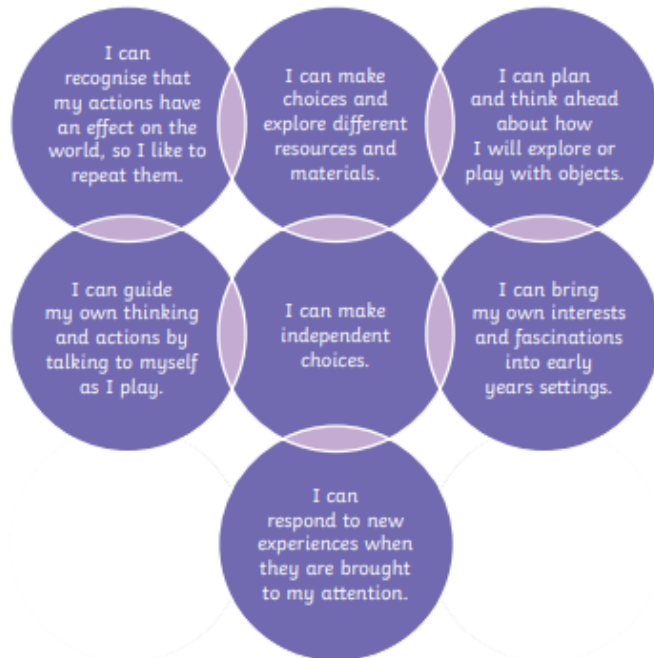
Characteristics of effective teaching and learning

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:

- **playing and exploring** – children investigate and experience things, and 'have a go'
- **active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Playing and Exploring

Children investigate and experience things and 'have a go'.



Active Learning

Children concentrate and keep on trying if they encounter difficulties and enjoy achievements.



Creating and Thinking Critically

Children have and develop their own ideas, make links between ideas and develop strategies for doing things.



EYFS overarching principles

To gain more advanced knowledge of the EYFS, it is crucial to understand the four guiding principles that shape early years practice in EYFS settings. Understanding these EYFS principles enables practitioners to create an optimum learning environment in which children can continuously learn, develop, and thrive.

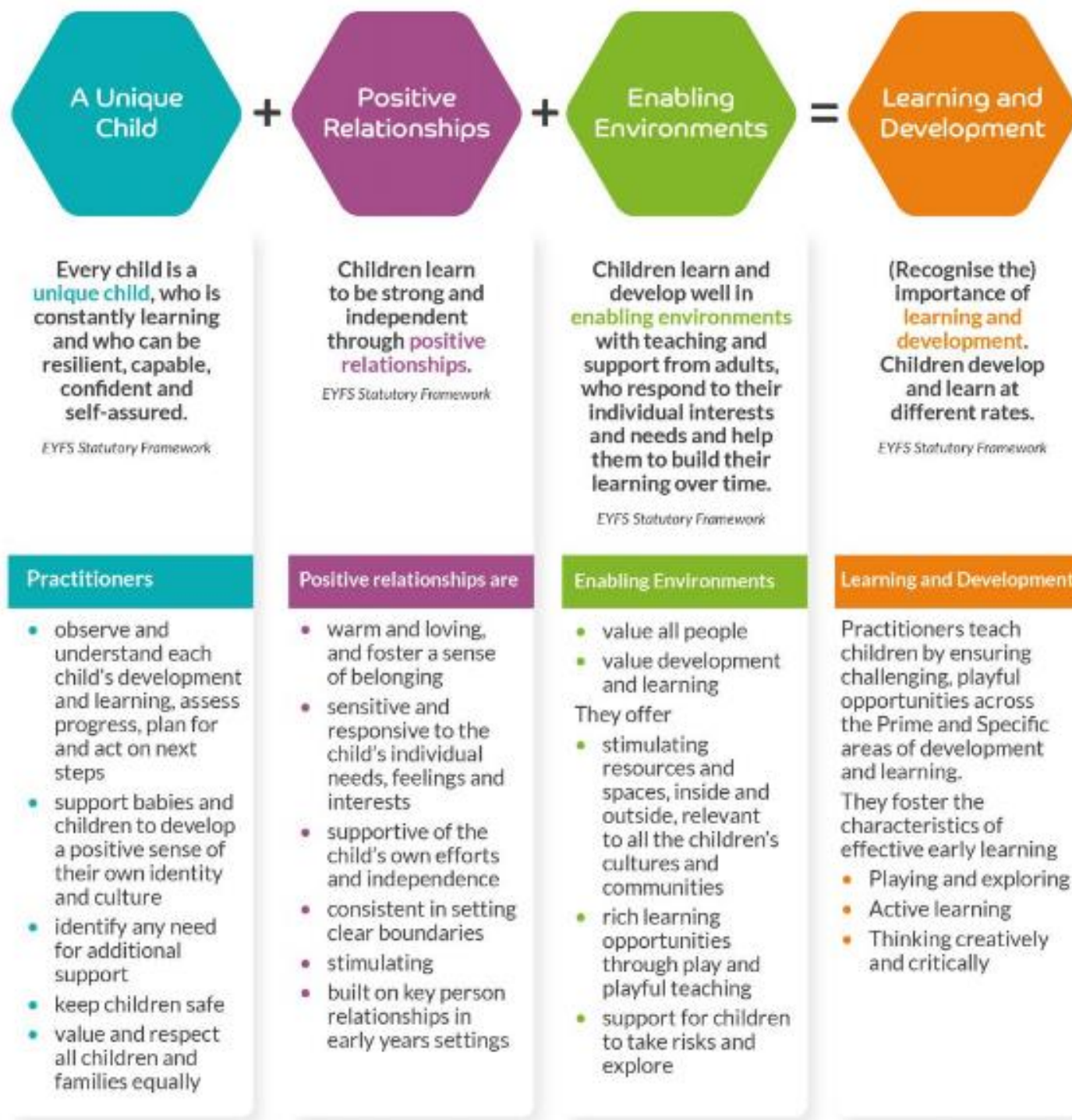
The four guiding principles:

Every child is a **unique child** who is constantly learning and can be resilient, capable, confident, and self-assured.

Children learn to be strong and independent through **positive relationships**.

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 to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.

Importance of **learning and development**. Children develop and learn at different rates



Communication and Language -

Prime area

There are two different aspects for the early learning goals for communication and language:

1. **Listening, Attention and Understanding**
2. **Speaking**

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, storytelling 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

What you will see in our Reception classroom...

- Partner talk
- My turn, your turn
- Questioning in every lesson
- Children encouraged to answer in full sentences and modelled when needed.
- Children encouraged to ask questions to deepen their own understanding.
- Story time multi-times a day
- Talk through stories – Ruth Miskin – every day – 15 minute story, 15 minute vocabulary. Same story and vocabulary used for drawing club to embed new vocabulary.
- Well-known stories read regularly to let children interact and engage with story.
- Children work in small groups with an adult.
- Circle time weekly.
- Show and tell

Development matters statements

Children in Reception

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Develop social phrases.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Early Learning Goals

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.

Personal, social and emotional development –

Prime area

There are three different aspects for the early learning goals for communication and language:

1. Self-regulation
2. Managing self
3. Building relationships

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.

What you will see in our Reception classroom...

- Stories linked to feelings and emotions.
- Regulation area in classroom with worry monsters to help children visualise.
- Challenges set for children throughout the day.
- School rules
- Ten:Ten weekly lessons
- Classroom behaviour management
- Instructions broken down for children that need support and guidance.
- Children encouraged to be independent and taught skills to help this.
- Healthy food discussions throughout the year.
- Well-being Wednesday
- Positive noticing day
- We love school day

Development matters statements

Children in Reception

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs.
 - Personal hygiene
- Know and talk about the different factors that support their overall health and wellbeing:
 - regular physical activity
 - healthy eating
 - toothbrushing
 - sensible amounts of 'screen time'
 - having a good sleep routine
 - being a safe pedestrian

Early Learning Goals

Self-Regulation

- 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

- 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.

Physical development -

Prime area

Link to NC – PE & Art

There are two different aspects for the early learning goals for communication and language:

1. **Fine motor**
2. **Gross motor**

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.

What you will see in our Reception classroom...

- Weekly timetabled PE lessons with progression chart of skills
- Outdoor area
- Bike and scooter day in Summer term
- Dough disco – fine motor
- Squiggle whilst you wiggle during Autumn term,
- Children sit on the floor during teaching time.
- Children sit at tables during snack time.
- Children do not always need to sit at tables when taking part in activities.
- Art days – focus on skills
- Scissors used weekly to develop skills
- Painting activities out daily.
- Children encouraged at lunchtime to use cutlery correctly.
- Drawing club during spring and summer term.

Development matters statements

Children in Reception

- Revise and refine the fundamental movement skills they have already acquired:
 - rolling - walking - running - skipping
 - crawling - jumping - hopping - climbing
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Further develop the skills they need to manage the school day successfully:
 - lining up and queuing
 - mealtimes

Early Learning Goals

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, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy – Specific area

Link to NC – Reading, Writing

There are three different aspects for the early learning goals for communication and language:

1. **Comprehension**
2. **Reading**
3. **Writing**

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).

What you will see in our Reception classroom...

- Daily phonics lessons – Mon- Thu new sound – Fri Review lessons
- Children grouped on ability.
- Each lesson, new sound, read, comprehension and writing.
- Children assessed every half term
- Daily phonics videos from Ruth Miskin
- Pinny time
- Sounds at break and lunchtime
- Talk through stories every day – new book every week. Story and vocab session.
- Children vote for end of day story.
- Children take home, shared reading book, homework story book and story book they are confident in to become a fluent reader.
- Phonics videos sent home every week.
- Drawing club twice a week for students.
- Dough disco
- Phonics interventions for lowest 20% daily.
- Handwriting focus in spring and summer. – identified as a concern handwriting homework books new for spring.
- Reading and phonics workshops
- Parent readers

Development matters statements

Children in Reception

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

Early Learning Goals

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.

Mathematics –

Specific area

Link to NC – Maths

There are two different aspects for the early learning goals for communication and language:

1. **Number**
2. **Numerical patterns**

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.

What you will see in our Reception classroom...

- Daily maths lesson
- White rose maths scheme
- Key vocabulary
- Retrieval in every lesson
- We prepare children for Year 1 by also teaching shape, space and measure through the scheme.
- Concrete, pictorial and abstract
- Use of manipulatives in each lesson
- Focus on numbers 0 -10 to underpin everything.
- Interventions for children who are behind
- Scaffolding
-

Development matters statements

Children in Reception

- Count objects, actions and sounds.
- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten.
- Compare numbers.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers 0–5 and some to 10.
- Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes *within* it, just as numbers can.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.

Early Learning Goals

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.

Understanding the World -

Specific area

There are two different aspects for the early learning goals for communication and language:

1. **Past and present – History**
2. **People, culture and communities**
3. **The natural world – Science/Geography**

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

What you will see in our Reception classroom...

- Two x weekly 'topic' lessons
- Areas are taught through our half termly topics
- Primary knowledge curriculum scheme.
- Local history day
- Local geography day
- Winter science day
- Girls and women in science day
- Gardening day
- Outdoor area
- Local walks
- Investigation area in classroom
- Science and history specific vocabulary
- 2 x RE lessons a week
- Multi-Cultural week – Visit to Buddhist centre
- Cultural capital

Children in Reception

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

Early Learning Goals

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.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive arts and design –

Specific area

Link to NC – art and D&T

There are two different aspects for the early learning goals for communication and language:

1. **Creating with materials**
2. **Being imaginative and creative**

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.

What you will see in our Reception classroom...

- Creative area in classroom
- Painting out every day for children to access.
- Art days x 3 a year – develop specific skills individually and as a group
- Christmas craft day
- D&T week – children to design, make and evaluate
- Key vocabulary used
- Children encouraged to share and discuss
- Songs throughout the year during assemblies, mass, hymn practise and nativity.
- Children encouraged to use a range of resources when creating.
- Role play area to help develop creative thinking

Children in Reception

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.
- Explore and engage in music making and dance, performing solo or in groups.

Early Learning Goals

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.

