



# The EYFS Curriculum at Lyncrest Primary School

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## Aims & Ethos:

At Lyncrest Primary school EYFS we have a Nursery class and a Reception class. We have used *Development Matters* guidance (*Early Adopters 2020*) along with our own knowledge and experience of child development in our school to produce this progress model for teaching knowledge and skills in each area of the EYFS curriculum.

We aim to help children to develop key skills in the fullest sense and not just to achieve a specific early learning goal at the end of their time in the EYFS. We intend for all of our children to become secure learners, based on what they already know and can do, while always remembering that children progress at different rates and development is never completely linear. We aim to identify and understand any barriers to learning quickly and provide effective support where it is needed.

A firm foundation of strong, positive relationships with children, parents and knowledgeable teaching staff, will underpin all pedagogy in implementing our curriculum and form the cornerstone of our resources.

## Development of **Word Reading** in EYFS at Lyncrest

### **Birth to Three**

- I enjoy joining in with songs and rhymes.
- I can say words from a simple rhyme or song, e.g. fill in the missing word from a rhyme or refrain.
- I can say songs or rhymes independently.
- I can notice some print such as the first letter of my name or a familiar logo.

### **Nursery**

- I am starting to recognise my own name and can sometimes select it from other words.
- I understand the 5 key concepts of print: Print has meaning, the parts of a book, print can have different purposes, page sequencing, we read English text from top to bottom and from left to right.
- I can develop my phonological awareness, so that I can: Distinguish between different sounds and noises, spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound.

### **Reception**

- I can spot my own name straight away and am starting to recognise the sight of other familiar words.
- I can say the initial sounds in words.
- I can use 'Fred talk' (segment and blend sounds in simple words).
- I am beginning to read words by sound-blending.
- I can read some digraphs taken from set 1 RWInc
- I can read Reception level common exception words.
- I can read simple phrases and sentences using my phonic knowledge.

### **Early Learning Goal**

- I can say a sound for each letter in the alphabet and at least 10 digraphs.
- I can read words consistent with my phonic knowledge by sound-blending.
- I can read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.

## Development of **Comprehension** in EYFS at Lyncrest

### Birth to Three

- I enjoy sharing books with adults and pay attention, responding to the words or pictures.
- I have a favourite book to share.
- I repeat words or phrases from a familiar story.
- I can ask questions about a book and share ideas.
- I can develop play around my favourite stories using props.

### Nursery

- I can listen to stories and poems with increasing attention.
- I look at books independently.
- I engage in extended conversations about significant texts, learning new vocabulary.

### Reception

- I enjoy an increasing range of books and share books and stories often.
- I can make predictions about what may happen in a story.
- I can look at a picture or object and explore new vocabulary to describe it.
- I can 'read' a very well-known story using my own words and illustrations from the book, drawing on the vocabulary from the text that I have been introduced to.
- I know that print anywhere carries meaning and that I can find things out by reading.

### Early Learning Goal

- I can demonstrate an understanding of what is being read to me by retelling stories and narratives using my own words and recently introduced vocabulary.
- I can anticipate - where appropriate - key events in stories.
- I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poems and during role-play.

## Development of **Writing** in EYFS at Lyncrest

### **Birth to Three**

- I enjoy drawing freely.
- I can add some marks to my drawings, which I give meaning to. For example, 'That says Mummy.'
- I can make marks on my picture to stand for my name.

### **Nursery**

- I can use some of my print and letter knowledge in my early writing.
- I can write some of my name
- I can write some letters accurately

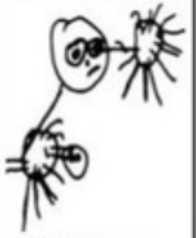



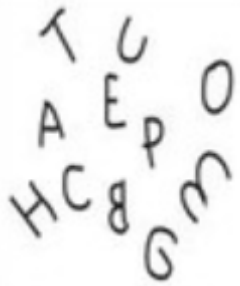

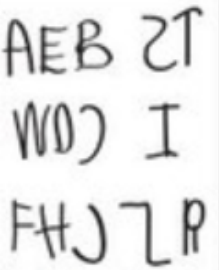
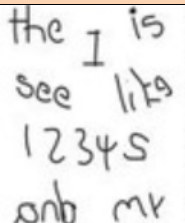
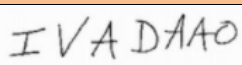
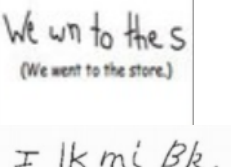
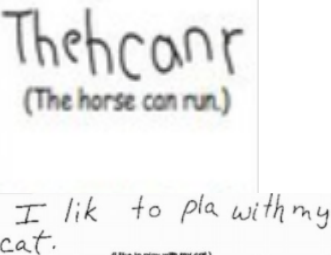
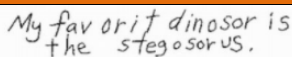
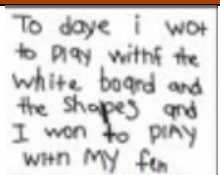
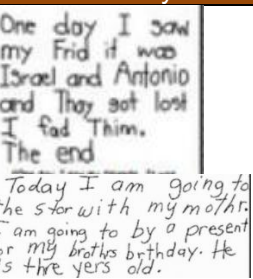
### **Reception**

- I have my own ideas for writing and use this in my play.
- I can begin to write my name using my name card.
- I am beginning to form my letters using RWI formation.
- I can represent words using initial sounds.
- I can form capital letters correctly in my writing.
- I can write my own name with correct formation.
- I can spell words using my phonic knowledge and RWInc strategies.
- I can write simple sentences using a capital letter and full stop.
- I can reread what I have written to check that it makes sense.

### **Early Learning Goal**

- I can write recognisable letters, most of which are correctly formed.
- I can spell words by identifying sounds in them and representing the sounds with a letter or letters.
- I can write simple phrases and sentences that can be read with others.

## Read Write Inc Sounds

Pre Phonemic Stage						
Pictures	Random Scribbling	Scribble writing	Symbols that represent letters	Random letters	Letter Strings	Letter groups
						
Picture tells a story to convey message	Starting point at any point of paper	Progression is from left to right	Mock letters or symbols		Letter strings move from L to R and move down the page	Separated by spaces to resemble different words
Early Phonemic Stage	Letter name stage		Transitional Stage			
Environmental print	Beginning sounds Random and initial consonants	Initial and final sounds appear	Vowel sounds appear Evidence of tricky words	All syllables represented	Inventive spelling	Multiple related sentences with many words spelled correctly
						
Awareness of print, copied from surroundings	Beginning and ending letters are used to represent words		Medial sound may initially be written as a consonant. Vowels begin to appear.	A child hears beginning, middle and end sounds.	Whole sentence writing develops.	

## Development of **Mathematics** in EYFS at Lyncrest

### Birth to Three

- I can compare sizes, weights etc. using gesture and language e.g.: bigger/smaller, high/low, tall/short, heavy/light.
- I can take part in fingers rhymes with numbers.
- I explore and play with loose parts, numerals and Numicon shapes.
- I can complete inset puzzles
- I can build with a range of resources.
- I can compare amounts, using 'lots', 'more' and 'same'.
- I can notice patterns and arrange things in patterns.
- I can tag each object with one number name (to 3).

### Nursery

- I can have fast recognition up to 3 objects, without having to count them individually (subitising).
- I can recite numbers past 5.
- I am beginning to represent numbers using fingers, up to 5.
- I can tag each object with a number name (to 5)
- I know that the last number counted gives the total (cardinal principle)
- I am starting to recognise what numbers the Numicon shapes represent.
- I can link numerals and amounts correctly up to 5.
- I can compare quantities using language more than/fewer than.
- I can talk about and explore 2D and 3D shapes.
- I can understand position through words alone.
- I can describe a familiar route.
- I can make comparisons between objects relating to size, length, weight and capacity.
- I can talk about and identify patterns around me e.g.: stripes on clothes/patterns on a rug.
- I can extend and create ABAB patterns.
- I can sequence simple events



## **Reception**

- I can count actions and sounds
- I can subitise to 10
- I can link number symbols (numeral) with its cardinal number value.
- I can count beyond 10
- I can compare numbers to 10
- I can understand one more/one less by a given number
- I can explore the competition on numbers to 10
- I can automatically recall number bonds 0-10.
- I can select, rotate and manipulate shapes in order to develop spatial reasoning skills.
- I can recognise and describe properties of 2D and 3D shapes.
- I can compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- I can continue, copy and create repeating patterns
- I can compare length, weight and capacity.
- I can name the days of the week in order.
- I can use the language of money in my play.

## **Early Learning Goal (Number)**

- I have a deep understanding of number to 10, including the composition of each number.
- I can subitise (recognise quantities without counting) up to 5.
- I can automatically recall number bonds to 5 (including some subtraction facts) and some number bonds to 10, including double facts.

## **Early Learning Goal (Numerical Patterns)**

- I can verbally count beyond 20, recognising the pattern of the counting system.
- I can compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- I can explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

## Development of Communication & Language in EYFS at Lyncrest

## Prime Area

### Birth to Three

- I recognise and respond to familiar sounds.
- I can stop and listen when my name is called.
- I understand simple words in context.
- I understand simple instructions such as, 'stop.'
- I can listen with interest when people talk.
- I can listen to stories for a short period of time and know what is happening.
- I can understand and act on longer sentences such as, 'find your coat.'
- I can understand simple questions.
- I can use gestures, with limited talk.
- I can learn 'nursery' words, names and short phrases and begin to use them, often repeating an adult.
- I can use simple sentences.
- I am confident to explore and experiment with new language when playing alone or with others.
- I can use the speech sounds p, b, m, w.

### Nursery

- I can listen to others one to one or in small groups.
- I am extending my vocabulary from the repetition of key texts, play activities and experiences.
- I enjoy listening to longer stories and can remember much of what happens.
- I can focus my attention on an activity for longer periods.
- I can follow two part instructions.
- I show understanding of prepositions.
- I can answer some 'why' questions.
- I am beginning to use longer sentences (four to six words) including a wider range of vocabulary.
- I can retell a simple past event.
- I can explain what I am doing in simple terms.
- I am beginning to explain my point of view.
- I am beginning to use a range of tenses.
- I can use talk to organise my play.
- I can start a conversation with a friend and continue it for many turns.

## **Reception**

- I understand how to listen carefully and why listening is important.
- I can maintain concentration, and sit quietly during an appropriate activity such as story time.
- I can listen and respond to the ideas of others.
- I am beginning to think of my own questions.
- I can retell a familiar story to show my understanding.
- I am rapidly extending my vocabulary and using new language I have learned from fiction and non-fiction texts.
- I can articulate my ideas and thoughts in well-formed sentences.
- I can be encouraged to participate in group discussions.
- I can connect one idea or action to another using a range of connectives.
- I can describe an event in detail.
- I can use talk to work out problems and organise my thinking.

## **Early Learning Goal (Listening, Attention & Understanding)**

- I can listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- I can make comments about what I have heard and ask questions to clarify my understanding.
- I can hold a conversation when engaged in back-and-forth exchanges with my teachers and peers.

## **Early Learning Goal (Speaking)**

- I can participate in small group, class and one-to-one discussions, offering my own ideas using recently introduced vocabulary.
- I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- I can express my ideas and feelings about my experiences using full sentences, including past, present and future tenses and making use of conjunctions, with modelling and support from my teacher.

## Development of **Gross Motor Skills** in EYFS at Lyncrest

## Prime Area

### Birth to Three

- I can walk, run, and jump confidently.
- I can climb on to nursery equipment.
- I can sit on a push along toy or tricycle and make it move.
- I can kick a large ball.

### Nursery

- I can enjoy active games and can hop and stand on one leg.
- I can walk upstairs using alternate feet.
- I can ride a nursery tricycle by pedalling and steering.
- I can use large-scale movements to wave, flags and streamers and to paint.
- I can match my physical skills to tasks, games and activities that I choose.
- I can catch and throw a large ball.
- I can use a balance bike.
- I can collaborate with others to manage large items, such as moving a plank safely.

### Reception

- I can learn to skip.
- I can refine these movement skills: rolling, crawling, jumping, running, hopping, skipping and climbing.
- I can develop my body strength, co-ordination, spatial awareness and agility in my PE sessions.
- I can combine different movements with ease and fluency.
- I can confidently and safely use a range of apparatus.
- I can develop and refine a range of ball skills.
- I know how to keep healthy by physical activity, oral hygiene, healthy eating, pedestrian safety, screen time and sleep.
- I can develop the skills needed to manage my own personal hygiene and mealtimes including eating with cutlery.
- I can use nursery/school equipment, such as scooters or balance bikes, with greater control and skill.

## Early learning Goal

- I can negotiate space and objects safely, with consideration for myself and others.
- I can demonstrate strength, balance and coordination when playing.
- I can move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

## Development of **Fine Motor Skills** in EYFS at Lyncrest

## Prime Area

### Birth to Three

- I can show basic control in handling books, play dough, water/sand tools and mark making implements.
- I no longer hold my pencil with my fist.
- I am beginning to show a preference for a dominant hand.
- I am beginning to use the toilet independently.
- I can use my large and fine motor skills to do things independently, e.g. using a spoon, drinking from a cup without spilling, putting coat on.

### Nursery

- I am beginning to use scissors to make snips.
- I can complete 'Funky Fingers' activities with greater control.
- I can use my hands and other tools to shape play dough and clay in a variety of ways.
- I can hold my pencil with a near tripod/tripod grip.
- I can begin to use a knife and fork.
- I can produce a number of different marks, for example lines, circles, zigzags.
- I am gaining independence to meet my own care needs: brushing teeth, changing shoes, coat fastenings, dressing and undressing, using the toilet, washing and drying hands.

### Reception

- I can use scissors, paint brushes, colouring tools and cutlery effectively.
- My drawings show greater control and more details.
- I can use my pencil effectively to form recognisable letters, following the Read Write Inc. formations.
- I can write with greater speed and accuracy.
- I am beginning to write on lines and make sure that my letters are the correct size.

## **Early Learning Goal**

- I can hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- I can use a range of small tools, including scissors, paint brushes and cutlery.
- I can begin to show accuracy and care when drawing.

## Development of **Personal, Social & Emotional Development** in EYFS at Lyncrest

## Prime Area

### Birth to Three

- I can gesture or ask for help, and seek comfort from familiar adults when needed.
- I can manage transitions with the support of a key worker e.g. leaving parents/carers.
- I express my own preferences and decisions.
- I am confident to talk or gesture to others when playing.
- I am interested in others play and starting to join in.
- I show affection and concern for people who are important to me.
- I show my emotions.
- I am beginning to show 'effortful control' e.g. waiting my turn, resisting the impulse to snatch.
- I cooperate with some boundaries and routines.
- I am learning how to distract myself when upset e.g. by playing with something new.
- I am beginning to develop friendships with other children.
- I can explore emotions through stories and play.

### Nursery

- I can make healthy choices about food, drink, hygiene, and activity with support and encouragement.
- I understand that equipment needs to be used safely.
- I attempt to try new foods.
- I can find my own belongings and store them appropriately.
- I can play in a group, extending and elaborating play ideas and responding to what others are saying or doing.
- I can help to find solutions to conflicts and rivalries e.g. finding a compromise.
- I am developing a sense of responsibility, e.g. working together to tidy up.
- I can show more confidence at different events, social situations and changes of routines.
- I understand why it is important to follow some rules.
- I can use words like 'happy', 'sad', 'angry', 'worried' to talk about my feelings.



## **Reception**

- I can express my feelings and consider the feelings of others.
- I can describe myself in positive terms and talk about my abilities.
- I am aware of the boundaries set and of behavioural expectations of school.
- I can make good choices about my actions.
- I can moderate my own feelings socially and emotionally.
- I can show resilience and perseverance in the face of challenge.
- I am starting to concentrate for longer during teacher led activities and respond accordingly.
- I can manage my own needs and am increasingly independent with self-care.

## **Early Learning Goal (Managing Self)**

- I am confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- I can explain the reason for rules, know right from wrong and try to behave accordingly.
- I can manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

## **Early Learning Goal (Building Relationships)**

- I can work and play cooperatively and take turns with others.
- I can form positive attachments to adults and friendships with peers.
- I can show sensitivity to my own needs and to others' needs.

## **Early Learning Goal (Self-Regulation)**

- I show an understanding of my own feelings and those of others, and begin to regulate my behaviour accordingly.
- I can set and work towards simple goals, being able to wait for what I want and control my immediate impulses when appropriate.
- I 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.

## Development of **Understanding the World** in EYFS at Lyncrest

### **Birth to Three**

- In pretend play, I imitate everyday actions and events from my own family and cultural background.
- I can make connections between the features of my family and other families.
- I explore toys, books and puzzles about people and communities and begin to notice differences between people.
- I explore natural materials, indoors and outside.
- I explore materials with different properties.
- I notice my natural environment and comment on it.

### **Nursery**

- I can use all my senses in hands-on exploration of natural materials.
- I explore collections of materials with similar and/or different properties.
- I can talk about what I see using a wide vocabulary.
- I am starting to learn about my own life-story and my family's history.
- I show interest in different occupations.
- I explore how things work.
- I can plant seeds and care for growing plants
- I can explore and talk about different forces that I feel.
- I can continue to develop a positive attitude about the differences between people.
- I am developing a basic understanding of life cycles and changes over time.
- I show care and respect for living things and the environment.

## **Reception**

- I can talk about members of my immediate family and community.
- I can comment on familiar images of situations in the past.
- I can compare and contrast characters from stories and figures from the past.
- I can draw information from a simple map.
- I can understand that some places are special to members of their community.
- I can recognise that people have different beliefs and celebrate in different ways.
- I can recognise some similarity and differences in life in this country and life in different countries.
- I can use my senses to describe the natural world around me.
- I can recognise some environments are different to one in which I live.
- I understand the effect of changing seasons in the natural world around me.

## **Early Learning Goal (People, Culture & Communities)**

- I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- I can explain some of the 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.
- I know some similarities and differences between different religious and cultural communities in this country, drawing on my experiences and what has been read in class.

## **Early Learning Goal (Past & Present)**

- I can talk about the lives of people around me and their roles in society.
- I know some similarities and differences between things in the past and now, drawing on my experiences and what is being read in class.
- I can understand the past through settings, characters, and events encountered in books read in class and storytelling.

## **Early Learning Goal (The Natural World)**

- I explore the natural world around me, making observations and drawing pictures of animals and plants.
- I know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what has been read in class.
- I understand some important processes and changes in the natural world around me, including the seasons and changing states of matter.

## Development of **Expressive Arts & Design** in EYFS at Lyncrest

### **Birth to Three**

- I can begin to make-believe by pretending.
- I can pretend that one object represents another e.g. wooden block for a mobile phone.
- I am beginning to explore paint and mark making using fingers, brushes, objects and tools.
- I sometimes give meaning to my marks.
- I enjoy taking part in action songs.
- I can sing some of a well-known song or nursery rhyme.
- I respond emotionally and physically to music.
- I can create sounds by banging, shaking, tapping or blowing.
- I explore different materials, using all of my senses.
- I use my imagination when thinking of things to create and express.
- I can make simple models which express my ideas.

### **Nursery**

- I engage in imaginative role play.
- I use objects, toys, props, art resources and instruments imaginatively to support my creative ideas.
- I make imaginative and complex 'small worlds'.
- I am starting to create stories around small world equipment.
- I use paint and other media imaginatively.
- I join different materials and explore different textures.
- I can draw with increasing complexity and detail e.g. representing a face with a circle and adding features.
- I explore colour and colour mixing.
- I can respond to different sounds and music, expressing my ideas.
- I can remember entire songs.
- I can sing the pitch of a tone sung by another person.
- I can sing the melodic shape of familiar songs.
- I can contribute to a class improvisation of a well-known song.
- I play instruments with increasing control to express feelings and ideas.

## **Reception**

- I can explore, use and refine a variety of artistic effects to express my ideas and feelings.
- I can return to and build on my previous learning, refining my ideas.
- I can create collaboratively; sharing ideas, resources and skills.
- I can listen attentively, move to and talk about music, expressing my feelings and responses.
- I can watch and talk about dance and performance art, expressing my feelings and responses.
- I can sing in a group or on my own, increasingly matching the pitch and following the melody.
- I can develop storylines in my pretend play.
- I can explore and engage in music making and dance, performing on my own or in a group.

## **Early Learning Goal (Being Imaginative & Expressive)**

- I can invent, adapt and recount narratives and stories with peers and my teachers.
- I can sing a range of well-known nursery rhymes and songs.
- I can perform songs, rhymes, poems and stories with others, and – when appropriate – move in time to music.

## **Early Learning Goal (Creating with Materials)**

- I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- I can share my creations, explaining the process I have used.
- I can make use of props and materials when role playing characters in narratives and stories.

## Characteristics of Effective Learning: (EYFS Framework)

### Playing & Exploring: '*Explorasaurus*'



- Finding out
- Playing with what they know
- Being willing to 'have a go'

### Active Learning: '*Tryasaurus*'



- Being involved and concentrating
- Keeping on trying
- Enjoying achieving what they set out to do

## Creating and Thinking Critically: *'Thinkasaurus'*



- Having their own ideas
- Making links
- Choosing ways to do things

## Collaborative Learning: *'Teamasaurus'* (School's own)



- Sharing ideas
- Reaching a common goal
- Working together effectively

## Implementation: Pedagogy, engagement, schemes of work.

During transition phases, our primary aim is to provide an emotionally safe environment where children feel they are able to begin their learning journey or take the next step into Key Stage One. Developing positive relationships at the outset is essential and we spend time getting to know children well.

We value our staff as our best resource and aim for all EYFS staff at Lyncrest to have a thorough knowledge of our curriculum so that they are best placed to scaffold and develop learning with individual children at any moment. We value quality conversations with children, with adults who can tune into and extend children's thinking.

In any interaction with children, practitioners are encouraged to:

1. Gain information
2. Make a judgement about what that information tells us.
3. Use the information to decide if, how and when to support the learning process.

To help staff do this we have developed our 'Teaching language'. This is displayed in the setting and is a bank of key phrases to help develop quality conversations with children.

### Our EYFS 'teaching' language:

**Thinking aloud** (I wonder...)

**Suggesting** (why don't you .../you could try ...)

**Recalling** (do you remember when?)

**Explaining** (this is happening because)

**Modelling** (I'm going to show you ...)

**Exploring** ideas together (what do you think about...?)

**Encouraging** (I know you can/go for it ...)

**Facilitating** (shall I help you with ...?)

**Challenging** (Now, let's see if you can ...)

**Understanding** (I am sorry that you feel ...)

**Positive reinforcement** (you are doing a brilliant job at ...)

**Adding vocabulary** (It's a GIGANTIC spider isn't it?)

**Questioning** (in ways which place the child as an expert)

**Providing a narrative** (I can see that you are ...)

**Demonstrating** (watch how I ...)



## Engagement:

We want our children to be fully engaged in their learning so that they are keen to build knowledge and then consolidate this independently in the setting at a future time.

We aim to engage the children by providing a rich and stimulating indoor and outdoor environment that offers children choices and reflects their interests with plenty of practical, open ended activities.

We provide a mixture of adult led and child initiated activities, with the ratio of adult led activities increasing as the children progress through the EYFS. In our settings you will see; child initiated play, adult supported play, one-to-one teaching, adult-led group work and some whole class teaching.

In both Nursery and Reception, we use a 'text of the week' to stimulate ideas and topics for learning and to help develop a language rich environment through a set of key texts that the children know very well and can return to independently. Language acquisition is particularly prevalent to the children in our setting and we hope that our environment and activities reflects this.

### *Examples of Nursery key Texts:*

Spot Loves Nursery

Not a twig

The Three Little Pigs

The Gingerbread Man

The Very Hungry Caterpillar

Baby goes to market

Nursery rhymes

Dear Zoo

Autumn

Mr Wolf's pancake

Chapatti Moon

Oh No, George!

Brown Bear, Brown bear, what do you See?

Peace At Last

Owl Babies

The Tiger Who Came to Tea.

Florence Frizzball

Cleversticks

### *Examples of Reception key Texts:*

Topsy and Tim start school

Funnybones

Diwali

The Tunnel

Little Red Riding Hood

Rosie's Walk

Room on a Broom

Handa's Surprise

Monkey Puzzle

Aliens love underpants

Autumn

Nativity

The snail and the Whale

Jack and the Bean stalk

Space

## Themes & Activities:

Every cohort is unique so our books of the week, activities and themes are fluid, however we try to regularly include the following key themes and Activities in our content.

### ***The four Seasons***

***Special days in the year*** (including Pancake Day, Bonfire Night, Mother's/Father's days.)

***Celebrations*** (we consider our cohort each year and the celebrations that they observe at home).

### ***People who help us***

Nursery Key Activities	Reception Key Activities
Daily 'Funky Fingers' activity (fine motor skills)	Daily 'Funky Fingers' activity (fine motor skills)
Making a clay hedgehog	Make a clay diva lamp
Junk model collaborative collage	Buddy time with Year 6
Pumpkin Exploration	Harvest vegetables exploration
Plant a daffodil	Grow a sunflower
Make our own playdough	Mix our own paints for independent painting
Frozen animal exploration	Ice melting experiments
Floating & sinking	Pirate 'dress up' day with map making
Christmas songs performance	Nativity performance
Forest School day	Forest School day
Make fruit salad	Make Gingerbread men
Strawberry picking trip and picnic	Muddy Education Class trip
Raise a butterfly	Look after tadpoles
Balance bike training school (Bikeability)	Balance bike training school (Bikeability)

## Schemes of Work:

In Nursery (summer term) and Reception the children are introduced to phonics through the ***Read, Write Inc.*** scheme by Ruth Miskin.

In both settings, PSED teaching is enhanced through discreet group sessions using the ***Jigsaw*** scheme, in line with the whole school.

In Reception, the children will be introduced to the ***White Rose Maths*** scheme. Children in both Nursery and Reception use the ***Numicon*** resource to support their understanding of numbers to 10.

PE, Music and Yoga are periodically taught by specialist teachers, following our curriculum.

## **Impact:**

How will we judge our success?

The majority of our children will have achieved step 4 (Early learning Goal) throughout all strands by the end of EYFS and those not attaining this will have made significant process from their starting points.

**In nursery:** The children will show readiness for school by being able to have a simple conversation with peers and adults, be eager emergent writers, hold a pencil effectively, be introduced to single letter sounds, have a good attempt at writing their name, enjoy a range of stories and books, have an understanding of print. They will have a better understanding of numbers to 10 and show COEL throughout their learning. They will develop strong relationships with peers and teachers. They will be excited and motivated to learn new things.

**In Reception:** The Reception class children will be well prepared for KS1 by: being able to read simple sentences, enjoy a greater range and understanding of books and stories and be well established on the Read, Write Inc. programme. They will be able to spell words using their phonetic knowledge in writing and construct simple narratives. They will have solid understanding of numbers to 10 and will count beyond 20. They will use speech as a powerful tool for communicating their thoughts. They will be excited and motivated to learn new things.

## **Assessment:**

In EYFS at Lyncrest, we use our spontaneous observations and interactions, along with professional discussions in order to continually assess learning and next steps for individual children and to inform planning on a weekly basis.

We use the *Tapestry* on line learning tool to capture significant moments of progress and, crucially, to share learning from school to home and home to school.

We complete cohort analysis of our classes periodically based on our teacher assessments. Along with our Inclusion Leader and other agencies, we monitor groups of children and individuals in order to provide and plan for intervention support, where needed.

We formally meet with parents twice a year to discuss individual progress and provide a written report at the end of both the Nursery and Reception year.

Children are formally assessed against the EYFS statutory Early Learning Goals at the end of their time in EYFS.