

EYFS Curriculum at Woodfield

Characteristics of Effective Learning

Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.

Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

Overarching principles:

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.

Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum.

Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

Learning and Development: Children develop and learn at different rates, we embrace each child's uniqueness and closely monitor children who need further support.

Play

We recognise the importance of play to support effective learning. It is an essential and rich part of their learning process, supporting all areas of development. Play is a powerful motivator encouraging children to be creative and to develop their ideas, understanding and language. Play is also flexible and able to suit the preferred learning style of the child. It can **provide multiple ways for children to learn a variety of different skills and concepts**. Through this we provide a broad and balanced education that meets the needs of all pupils. Here at Woodfield, we aim to help children become the best they can be. We know that when children are happy and secure, they thrive.

Personal, Social and Emotional Development

Nursery/Reception

At Woodfield we promote children's independence to become resilient, confident, empathetic members of the community. Children achieve this by:

Nursery

- A calm environment has been created with specific spaces designed for 'calming' activities.
- Sensory equipment such as stress balls are readily available and accessible as required.

Nursery and Reception

- Children's individuality and uniqueness is celebrated by all. Children have the opportunity to develop their self-confidence by sharing their experiences with their peers and adults within the setting.
- Intervention groups are deployed when necessary to develop particular skills such as: turn taking, developing confidence to talk in small groups and as an opportunity to develop friendships.
- Opportunities to understand the importance of oral health are planned in to the curriculum.
- Encouraging patience on a daily basis through our focus teaching and whilst children are leading their own learning. This enables children to understand they have to wait if an adult is speaking to another child, wait for their turn in a specific activity and understand delayed gratification.
- Providing a 'holding space' for children to express their frustrations and worries whilst showing empathetic understanding and modelling the language of emotion. This will enable the children to self-regulate, strategically plan their next actions and understand that their emotions are valid.
- Exploring vocabulary linked to emotions or characteristics of learning on a frequent basis. This will be displayed in class and referred to often for children to gain greater clarity.
- In each class, class rules will be discussed and displayed. The rules will be referred to on a daily basis and explained clearly to children. This will support the children to follow instructions well and understand clearly what is expected of them. Positive language is used to promote behaviour with the emphasis on 'catching children doing the right thing' to inspire others to replicate desired behaviours.
- In each class, class rules will be discussed and displayed including the words 'perseverance' and 'resilience'. The rules will be referred to on a daily basis and explained clearly to

children. This will support the children to follow instructions well and understand clearly what is expected of them.

- Allowing children to have the space to make the 'wrong' choices such as choosing an apple even if they are not going to eat it. This will prompt discussion about the choices made and children to have a greater understanding.
- Reading books linked to personal, social and emotional health are shared on a daily basis. This will encourage discussion around emotions, real life problems as well as triumphs and tribulations. Specific books may be chosen to address a particular need as it arises; for example, 'The Colour Monster' if children need to develop a further understanding of their emotions.
- Encouraging the children to share and take turns throughout daily provision. Staff will purposely choose limited resources for children to select, giving opportunity to resolve conflicts.
- Organising parental workshops throughout the year will give opportunity for parents and teachers to work in collaboration for the best interests of the children. Parents will have chance to view good practise and gain ideas for supporting their children's sharing, playing and talking at home.
- Creating floor books in each class which will show the classes learning journey. Throughout the week children will have opportunity to explore the floor book and discuss their previous learning. This support children's confidence to share their learning and interests to other children and adults.

Communication and language

Nursery/Reception

At Woodfield we believe Communication is fundamental to being able to assess a child's understanding of most areas of the curriculum. We create a language rich environment in which we encourage children to participate in discussions, ask questions and share their thoughts and ideas. Children are able to achieve this through:

Nursery

Modelling of correct sentence constructions, promoting the use of correct speech and language, expanding their language by modelling extended sentences.

In nursery we immerse ourselves within co-play, allowing children to explore their ideas, participate in, experience, scaffold, model and develop communication and understanding.

Singing in nursery is extremely important and we sing throughout the day; nursery rhymes, within our daily routines and encourage the children to express themselves through song.

In nursery we have daily stories and we inspire children to share their favourite stories with us, they have access to the reading area throughout the day and encourage them to share stories they would like us to read to them.

Reception

· Providing a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

· Immersing children in language and vocabulary from stories, poems, rhymes and non-fiction texts. Children will be read to several times a day, individually, within groups and as a class. Children are encouraged to clarify understanding, ask questions and take part in discussions, through teachers open ended questions.

- 1:1 reading
- Daily story time with our high-quality text
- Free reading in book corner
- Literacy core text

· Wellcomm assessment, teaching and interventions. At Woodfield we use the Wellcomm speech and language toolkit to assess children and seek out gaps in their communication and language. Teachers will use this knowledge to adapt their class teaching and children working below ARE will be given small interventions to close this gap.

· Home school links – Home learning tasks are sent home to encourage parents to have discussions around topics and everyday activities and give parents easy ideas of how to do this effectively.

- We facilitate children's learning through carefully planned activities and role play areas whilst allowing children to take ownership by changing the purpose if they want to do so. We take the opportunity to develop their communication and language skills by joining in with their play, commenting on what they are doing and asking questions to extend their vocabulary.
- Each class will introduce explicit vocabulary each week to build up the children's prior learning. These words may come from the topic, core text or simply from the children themselves. The teacher will explain and explore these words throughout the week and these will be displayed and referred back to.
- Staff understand when to adopt the ShREC approach and when to intervene in a child's learning in order to move the child's communication & language forward.
- Each class will use curiosity cubes or explorative objects throughout the year. These will be used to stimulate discussions and investigations, creating intrigue and developing a wider range of language.
- Staff are a continuous 'Role Model' throughout the day. Modelling positive conversations when engaged with each other, with the children and whilst also modelling clear and correct language within sentences.
- Each class has a 'class' floor book which shows the children's learning journey of key themes the children cover, photos and a summary of what they did. This is heavily guided and put together by the children themselves. The children add pictures and the key vocab covered each week. The children get a chance to look back, reflect and discuss.

Physical Development

Nursery/Reception

· In Nursery – children explore mark making and giving the opportunity to practise mark make with their dominant hand, using a comfortable grip using write dance/squiggle whilst you wiggle. They will also have the opportunity to use different tools to mark make such as paint brushes, chalk, crayons etc.

· Providing opportunities for the children to mark make in various sensory ways, such as in loopy or paint using various tools like sticks, straws or even using their fingers.

At Woodfield we provide opportunities for children to take part in various physical activities to develop both fine and gross motor skills, improving strength, balance and coordination. We foster children's physical exploration by:

· At Woodfield we provide daily physical activity which energises, engages and motivates the children. It supports children's gross motor skills through these short bursts of energy whilst improving children's mental and physical health and well-being.

· We provide different building equipment for children to build their own obstacle course and apply their skills they have been taught; such as balancing and coordination skills.

· Our Forest school sessions. We are really lucky to have an amazing forest school area within our school grounds, where children are able to learn and explore in physically active play, developing body control, coordination and body strength. Children move energetically in a range of ways such as climbing the trees and balancing along logs.

· Providing a wide and varied free flow of activities both indoors and outdoors which can be independently accessed by the children throughout the school day. These may include: riding bikes, using wheelbarrows or balancing beams outdoors. Whilst manipulating playdough, construction tools or using knives and forks in the role play area indoors.

- Nursery have a focus session upon P.E once per week which follows the Get Set 4 P.E planning which supports the transition into Reception.

· Each Reception class has a session of PE once a week. We provide context and ensure children gain an understanding of the importance of exercise and healthy eating, whilst using critical thinking to explore the various sports and activities.

· All classes have various activities for the children to access each day. These are provided to aid children's fine motor skills. Use of equipment like, tweezers, threading, playdough and paintbrushes are used in the children's continuous provision, as well as Mark making activities like the use of pens, crayons and chalks.

- All Reception children have phonics session each day in which the children learn how to form letter of the alphabet.

- In Reception we have daily Pen Disco as well as handwriting opportunities in small groups.

Understanding the World

Nursery/Reception

At Woodfield our Early Years curriculum is rooted in our local setting, whilst also recognising our place in the wider world. We are a multi-cultural school and we love to learn about our own and others cultures and religions and celebrate these. We believe that learning is best when done through first hand experiences of the world around us. We provide these through:

Nursery

- At Woodfield children are given extended opportunities to learn about life cycles as they explore the processes and are given chances to physically experience the first hand explorations of animal life cycles. Children work together to support caterpillars throughout their cycle and understand how these processes link to the world around us. This encourages children to understand why we have life cycles and extends their way of thinking.
- Children explore the different traditions and events that are celebrated around the world. We encourage children to embrace different cultures and discuss the differences they notice in our diverse world. Children are exposed to several opportunities such as identifying and discussion different types of families where they are also encouraged to link their learning back to their own cultural or family experiences. Children discuss how everyone is unique and different. We also celebrate key festivals such as Christmas, Diwali, Hannukah, Eid and Easter. Children further extend their opportunities of learning by exploring different countries and where the festivals we explore are celebrated. We use modern technology to elaborate children's learning further as we use 'Google Earth' to enhance our learning further.
- Throughout the year, an ongoing topic revolves around holidays. We encourage children to discuss their holidays through bringing in photos to show. Children discuss their experiences and talk about what they enjoyed and how they spent their time. This links to the idea of different countries around the world as we explore further through many opportunities. In Nursery, we provide children with the opportunities to express their enjoyment of holidays through mark making, small world play and allowing children to discuss their experiences. Common holidays refer to visiting different countries, areas in the UK and the beach, hence we offer a vast amount of opportunities according to the children's experiences and interests.
- Nursery have a progressive vocabulary document which details focus vocabulary to link to their understanding the world focus.

Reception

- Forest school sessions, children have opportunities to explore the natural world, observe and support wildlife, create their own muddy concoctions, build dens, learn about nature and how we can look after our plants and wildlife.
- Play! Play is an essential and rich part of children's learning, supporting them in all areas of development. It is a powerful motivator, encouraging children to be creative and to develop their ideas, understanding and language. Our activities engage children in practical, first-hand experiences which will support them to discover, investigate, and make sense of the world around them.
- Valuable discussions, encouraging children to talk about their experiences and share and explain their learning. This is based on caring and positive relationships, which are at the heart of everything we do at Woodfield Primary.
- We celebrate a wide range of festivals and traditions from different including Christmas, Easter, Chinese New Year, Diwali & Eid, amongst others. Reading stories, having visits from others who celebrate these & or workshops in which children can learn to play an instrument, make an item, learn a dance or taste some of that cultures traditional food.
- We encourage each children to talk about their own traditions, cultures and celebrations and create an ethos in which we celebrate both similarities and differences in each other.
- Having visits from people who work in our own community. The children will get to listen, first hand, to people who work to help us. They will often get to explore vehicles, use tools and dress up as these professions, getting an insight into that job.
- We provide context when learning about the seasons and changes/processes in the natural world. This is often done incidentally and a different times throughout the year. We help to look after baby chicks and ducks, grow a variety of plants and vegetables, explore ice, collect natural resources from our woodlands to create art and provide many other, first hand, experiences for our children.
 - We explore a topic called 'Worldwide Adventure' with a character travelling around the world, sending us post cards from the different places. This will encourage the children to think about the different countries in the world and how they compare to our own.
 - Children will have experience of exploring maps of the world as well as maps of their local environment, supporting them to label key features.
 - Children will explore historical concepts through a trip to a historical location, They will gain an understanding of the term 'past' and begin to understand how this compares to the present. After the trip, each class will explore different elements that the children found interesting.
 - The children will begin to understand a significant person from the past (linked to their interest from the trip) as well as learning about the life of 'Sir David Attenborough' through a non-fiction text.

Expressive Arts and Design

Nursery/Reception

Woodfield EYFS encourages children to choose and use materials and resources in an open-ended way, this helps them to make choices and to have confidence in their own ideas. We support children's imagination and creativity through:

- In Nursery we focus upon drawing a face using a circle and dots and line to create a clear representation.
- In Nursery we encourage children to show their creativity through their drawing this could be showing sound and movement using a range of lines and marks.
- We recognise that children's imagination and imaginative play supports their ability to invent, express and share their thoughts and ideas and will lead to them making links and connections in their learning, including between stories and poems and creating their own storylines.
- We provide a curriculum which incorporates singing songs, exploring body sounds by clapping, stamping etc., using instruments, dancing activities and exploration.
- We read & tell a wide range of stories from traditional tales to exploring the children's own interests' whether this be fiction, non-fiction, rhymes or poems.
- We ensure children have access to a wide range of resources which encourage and invite children to draw, paint, and make collages. This will be through both child initiated activities and constructive play, e.g creating a collage of impressions of spirals following observing snails on a woodland trail.
- By encouraging children to experiment and use learned skills to explore a wide range of media and materials we are promoting their ability to explore and understand their world and to make links between their experiences which will encompass all the areas of learning.
- We play alongside children to develop imaginary landscapes for fictional characters, using small world, role play and topical activities, for example creating imaginary homes and dens outdoors using boxes and blankets or encouraging children to act out their own stories in the role play area.
- We use Constructive play, an organized form of play that is, in many ways, goal oriented and thoughtful. Through constructive play, children learn about the attributes of different materials, engage their curiosity and imagination, and experiment with applying concepts and seeking out new ways to use the materials
- We also ensure we step back and allow the children to lead their own learning. Allowing them to develop their imaginations alongside their peers. They can express their ideas in a variety of individual ways, supported by adults within a stimulating learning environment. Develop independent learning, with time and space given to allow for learning in depth.

Literacy

Nursery/Reception

At Woodfield we promote children's love of literacy through regular opportunities to read and write through both focused and independent activities.

Nursery

- Within Nursery the children are read with at least once per day as well as frequent opportunities to read within continuous provision and small group work. This ensures children are exposed to high quality vocabulary as well as becoming familiar with the direction of text and how to hold a book and turn the pages.
- Nursery are prompted to listen to initial letter sounds by listening to the sound their name begins with, 'go to the door if your name begins with p' as well as teacher over pronouncing certain sounds whilst reading.
- Nursery explore phase 1 sounds to support their ability to distinguish sounds leading to phonics.
- Children in Nursery explore Nursery rhymes and songs on daily basis, supporting children to have a large repertoire of songs and become familiar with the term 'rhyme'.
- Nursery explore painting, drawing and writing to music, following the scheme Write Dance. This support their ability to hold a pencil comfortably as well make a variety of marks.
- Within Nursery the children are exposed to some of the RWI rhymes such as 'around the apple and down the leaf' this supports their formation skills. This also support children to have experience ready for Reception learning.
- Towards the end of the year, Nursery begins to teach the children who are ready, the first five letter sounds.
- All children in the Nursery are able to take a library book home each week of their choice. This is to promote children's love of learning and reading.
- Nursery ensure they are a range of books available within the book corner with high quality texts which reflect traditional tales, modern books as well as phonic based books.
- Whilst sharing books Nursery staff are mindful to follow both children's interests whilst ensuring Nursery children are modelled high quality vocabulary from high quality books. Whilst reading books, the teacher asks a range of questions including 'why' questions and modelling the correct response.
- Children within the Nursery have chance to consolidate their learning through using small world props and masks to role play and retell their stories.

- Nursery explore core rhymes and books which build into the learning within reception.

Reception

· We teach phonics through the Read Write Inc. scheme on a daily basis. Read, Write Inc. is also taught in Key Stage One; allowing progression of skills throughout the phases.

· Each class has a phonic board, displaying the current sounds children are focusing upon as well as common exception words. This allows children to refer to the board whilst they are completing their work to embed and apply their phonic skills.

· Within our literacy lessons, we have Read, Write, Inc. sound mats available for children to apply their phonic skills to their reading and writing.

· Our literacy planning is supported by our long term plan of our topics, our medium term plan is inspired from our long term plan whilst considering the interests and perspectives of our children and our short term planning derives from both the long term and medium term plans.

· We teach literacy on a daily basis. We teach through a whole class adult input, followed by key focus groups or activities available within continuous provision to ensure quality learning. Our children have the opportunity to learn independently, exploring learning linked to the adult input. This ensures the children can apply taught skills and learning is embedded.

· In Nursery we teach explicit vocabulary on a weekly basis and this is continued within Reception. The key words will be linked to either our literacy or topic activities and displayed within our class 'Word Detective Wall' allowing children to revisit on a daily basis. We aim for children to embed these words, being able to apply and use them within their play.

· We have core texts that we study within our long-term planning. This is to ensure key skills are taught such as story structure and provide cross curricular links to other areas of our curriculum.

· We explore books within our topic time as well as the end of the day. This focuses on building children's comprehension, being able to understand a variety of questions as well as key skills such as predicting. We also focus upon understanding key concepts such as 'author' 'blurb' and 'title' which can be built upon within Year One.

· We plan a range of books to read within our end of the day story time each day. The books are chosen due to being rich in vocabulary, being a traditional tale, a modern story, poetry or non-fiction to ensure children receive a rich variety of books. Having planned books, ensures the book is read multiple times, allowing the children to become familiar with the structure of the story and key phrases.

- We ensure we think carefully about the books on offer within our book corner. We try to link books where possible to our current topic as well as ensuring traditional tales, modern books, non-fiction, poetry and phonic focused books.
- Each class has a working literacy board, this ensures that models of good work are shown frequently as well as key skills the children are learning and need to apply independently.
- All children are read with at least once a week with the class teacher, accessing decodable reading books that they are encouraged to re-read to develop fluency and are changed once per week.
 - Children also have RWI links sent home via Class Dojo which matches their phonics group.
- Upon arrival into school., all children have opportunity to practise their name writing within the first term and access free reading. This progresses throughout the year becoming pen disco practise.
- Children who are identified as needing extra support within their reading and writing skills are identified quickly and supported through the use of targeted intervention.
- Our handwriting follows the Read Write Inc programme.

Maths

At Woodfield we promote confidence and mastery in math's through both focused and independent activities.

Nursery

- In Nursery we focus on a range of experiences which support the children's visual, auditory and kinaesthetic learning, exploring subitising to three in a range of contexts. This could include exploring dot patterns, showing three on their fingers in different ways, exploring numicon shapes to three and lots more.
- We support the children to count past 5 through daily counting such as counting how many children are here today or how many children are allowed in different areas within the Nursery.
- We sing counting rhymes each day within the nursery provision which supports the children to learn how to count both forwards and backwards to ten and become familiar with the stable order of numbers.
- Nursery introduce the numerals 1-5 through a variety of techniques including singing, playing and exploring numbers within the environment. The Nursery may use

‘Number Blocks’ as a hook into learning for the numbers 1-5 only which helps support and build to the NCETM framework used within Reception.

- Nursery support children to create a variety of patterns including ABA patterns using materials inside the nursery as well as natural materials such as leaves and sticks.
- The children have opportunity to explore shapes in different contexts which supports the children’s ability to describe shapes and use shapes appropriately within their building.
- Following the Wellcomm language program supports children to understand positional language without the need for gestures.

Reception

· Our Math’s skills within reception are delivered through the Power Maths scheme for learning as well as our progression of skills document. The Power Maths scheme involves a clear incremental progression of skills which both consolidate previous learning as well as introducing new learning and skills. The strategy is to ‘go slow in order to go fast’ providing the children with a secure base knowledge which can be built upon within KS1. The Power Maths is structured in a way that ensures all children are progressing together, as they are small incremental steps. We also take into account the prior learning of children and where learning should be adapted to meet individual needs and where targeted work is needed. The children who need additional support are identified within our baseline completed in Autumn one as well as consistently reviewing children’s progress.

· We teach Math’s on a daily basis. We teach through a whole class adult input, followed by key focus groups or activities being available within continuous provision for children to apply their skills. Children have frequent opportunity to learn independently, exploring learning linked to the adult input. This ensures the children can apply taught skills and learning is embedded.

· We regularly use Numicon within the Reception setting which supports the children’s ability to subitise as well as their understanding of number bonds to 10. The use of Numicon is built upon within Key Stage One as teachers often use this as an aid in their learning ensuring learning is embedded whilst progressing.

· Each class has a working Math’s board, this ensures that models of good work are shown frequently as well as key skills the children are learning and need to apply independently.

· Within all our Numeracy progression, we input our Math’s learning using practical methods, followed by visual methods and finally moving to abstract methods. This progression is flexible to ensure it meets the needs of all learners as some learners may need practical methods for longer periods of time. The method of using practical, visual and abstract is also mirrored within Key Stage One.