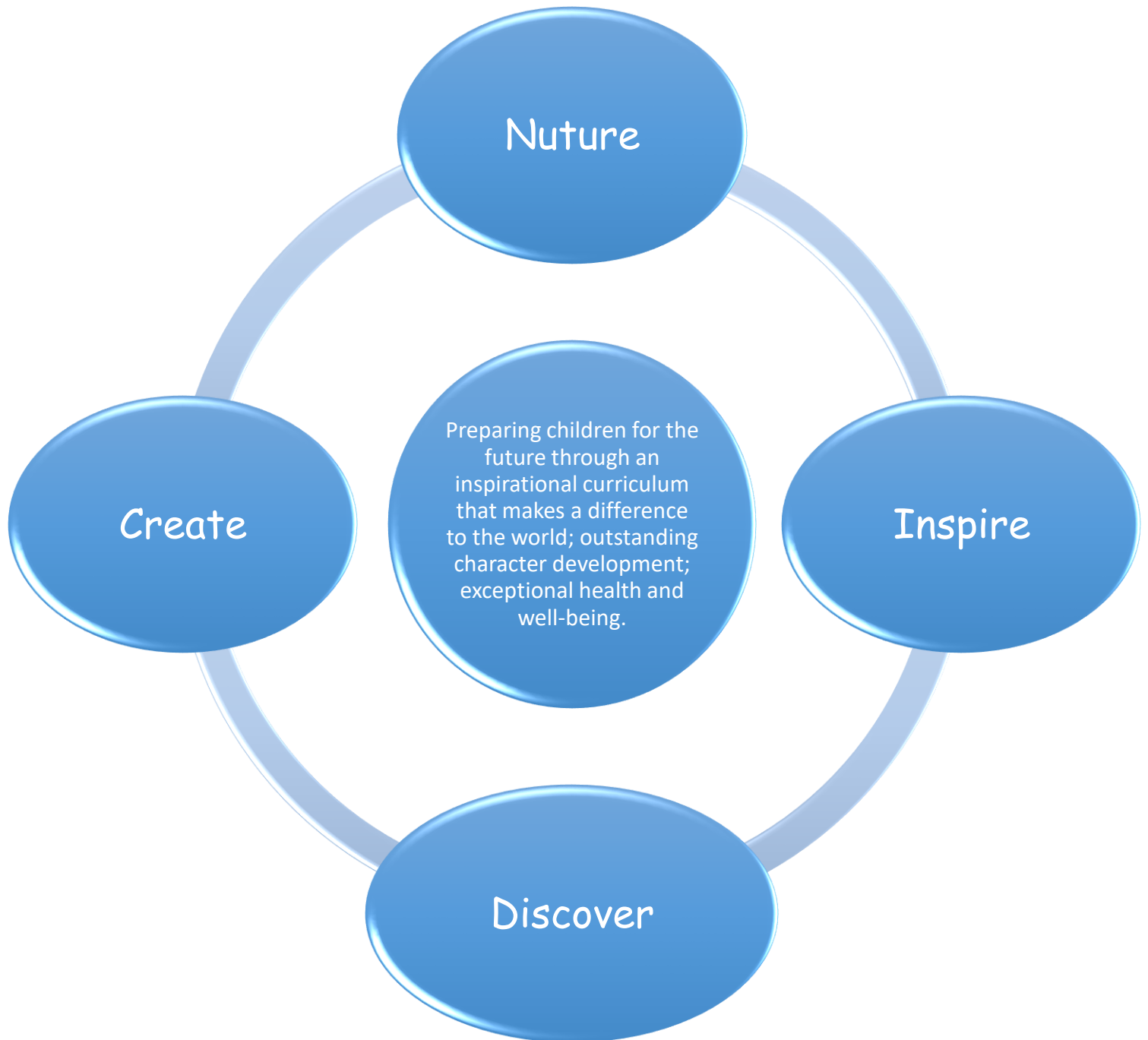




**Stathern Primary School**  
*'Nurture, Inspire, Discover, Create'*

**EYFS Curriculum Vision and Skills**





## Stathern Primary School

'Nurture, Inspire, Discover, Create'

### EYFS Curriculum Vision and Skills

#### Intent and Design – What are we trying to achieve?

#### Vision

• **As a school we aim to:**

- Preparing children for the future through an inspirational curriculum that makes a difference to the world; outstanding character development; exceptional health and well-being.

• **In EYFS we aim to:**

- Provide children with an education that ignites curiosity, offers topical experiences and knowledge, provides challenge and independence and engages all in fun, focused activities that build imagination and interest.

#### Motto

- **Nurture** – We care for each other and celebrate our differences, achievements and contributions to the world. We support each other through challenges and difficulties, recognising that the mental health and well-being of both ourselves and those around us is one of the key factors in our happiness and success.

- **Inspire** – We inspire each other to greater heights through our communication, actions, support and achievements. We take inspiration from the people, places and events all around us. We recognise that whether a situation is good or bad, there is always learning and growth to be gained. These situations inspire us to make positive change a reality.

- **Discover** – We are excited to discover new knowledge, skills, people and places. We are open to alternative ideas beyond our own and enjoy exploring the thoughts, conversations and solutions that others bring to different situations and experiences.

- **Create** – We enjoy working together to create new and exciting solutions to make our world a better place. We believe we can make a difference no matter how large or small. Our school is a place where we can experiment and take risks in order that we might better ourselves and the world we live in.

#### School Values

- We believe in...

- **Developing outstanding character** and attitudes to learning in preparation for future challenges in a changing world.

- **Promoting physical and mental health** in a happy caring environment that is supportive and encouraging.

- **Making a difference** to the world we live in through creating enterprising solutions to local and global issues.

- Developing social skills and an appreciation of **each person's unique strengths**, respecting and embracing different cultures, races and religions.

- Fostering a **deep sense of care and nurture** for the world we live in and the people around us.

- Creating a broad range of **inspiring experiences** that allows children to develop skills and find their place in the world.

- Working in **partnership with our school community and beyond to build brighter futures**.

- High expectations alongside a **culture of self-awareness, reflection and self-improvement**.

#### Aims of our EYFS Curriculum

- **Our inspirational EYFS curriculum will enable**

- Provide a balanced curriculum encompassing all seven areas of the EYFS curriculum using play as the backbone for learning.

- Fostering and nurturing childrens self esteem and self-confidence through their developing awareness of their own identity and role within the community.

- Teaching them to express and communicate their needs and feelings in appropriate ways.

- Encourage childrens independence and decision making, supporting them to learn through their mistakes.

- Develop understanding of social skills, values and codes of behaviour to work together harmoniously.

- Supporting children to develop care, respect and appreciation for others, including those with beliefs, cultures and opinions which differ with their own.

- Understand the importance of play in children's learning and development.

- Provide learning experiences based on play (child and adult initiated) which reflect children's personal interests and areas of curiosity in order to encourage and develop their natural desire, interest, excitement and motivation to learn.

- Provide experiences which build on children's existing knowledge and understanding in order to challenge, stimulate and extend their learning and development.

- Providing secure and effective learning opportunities in a range of environments, inside and outside.

#### Learning Intentions

- Our EYFS curriculum is designed to cover all seven areas of the curriculum which is split into;

- **Prime Areas: (essential for igniting childrens curiosity, problem solving and for building their ability to learn, form relationships and thrive)**

- Communication and language

- Physical Development

- Personal, Social and Emotional development.

- **Specific Areas: (these provide children with the range of experiences and opportunities for children to broaden their knowledge and skills)**

- Literacy

- Mathematics

- Understanding of the world

- Expressive arts and design.

- These areas of learning and development address childrens physical, cognitive, linguistic, social and emotional development. Not one aspects of development stands in isolation from the others providing a truly holistic, child-centred curriculum which allows children to make links between what they are learning.



# Stathern Primary School

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#### Implementation and Organisation – How will we arrange our learning?





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#### Communication and language

*"The development of children's spoken language underpins all seven areas of learning and development"*

##### Listening and 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.

#### Physical development

*"Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives."*

##### 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, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

#### Personal, Social and Emotional development

*"Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development."*

##### 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.



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#### Literacy

*"It is crucial for children to develop a life-long love of reading."*

*"It only develops when adults talk with children about the world around them and the books they read with them and enjoy rhymes, poems and songs together."*

#### 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 other

#### Numeracy

*"Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically"*

#### Number:

- Have a deep understanding of number to 10, including the composition of each number; 14
- 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

*"Understanding the world involves guiding children to make sense of their physical world and their community."*

#### 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

#### People, Culture and Communities:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;

#### The Natural World:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and



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<p>the past and now, drawing on their experiences and what has been read in class;</p> <ul style="list-style-type: none"> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<ul style="list-style-type: none"> <li>- 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;</li> <li>- 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.</li> </ul>	<p>differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</p> <ul style="list-style-type: none"> <li>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>
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#### Expressive arts and Design

*"The development of children's artistic and cultural awareness supports their imagination and creativity."*

##### 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.



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**Impact – How well are we achieving our aims?**

**Impact seen in:**

Teacher Assessment	Pupil Voice	Moderation
Work scrutiny	Parental surveys and feedback	Observations and Blinks
Data analysis	Progress of pupils across the curriculum	Staff Questionnaires

**Our children will:**

Making great progress and have high standards of achievement and attainment	Have a lifelong love of reading and learning and be able to communicate clearly	Be respectful of themselves and demonstrate excellent behaviour
Be confident, positive and independent learners with high aspirations	Have mental wellbeing and make healthy lifestyle choices	Participate in the community and have excellent attendance

Work Sample Analysis:	What do our books show?
Lesson Observations:	How is the quality of teaching, learning and use of assessment in the lesson? How good is the questioning in the lesson?
Surveys:	What do parents and children say about this subject?
Interviews:	What do the children say about their learning in this subject?  What do the staff say about their learning in this subject?
Coaching and Mentoring:	Is there a need for coaching and mentoring in this subject? What support do colleagues need in this subject?
Training:	What training has taken place? What is the impact of any training given?
Learning environment:	How does the learning environment support the learning in this subject area?



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