Willow Primary Academy

EYFS Curriculum



*“Tell me and I forget; teach me and I may remember; involve me and I learn.” –* ***Benjamin Franklin***

**INTENT**

At Willow Primary Academy, it is our intent to provide a child-centred approach, within a well-resourced, organised and engaging learning environment. Our Early Years provision is designed to ensure that children can learn through a play-based curriculum, which is supported effectively by timely interactions from Early Years practitioners. Our pupils lead their own learning; adults join in at the child’s level, where they can model, scaffold, question and support pupils to develop their skills and knowledge even further. We make it our business, that as practitioners, we know every child’s next steps; this can only truly happen through playing alongside every individual. We understand that play is an integral part of learning and have tailored our Early Years curriculum to ensure that play is at the heart of everything we do. It is our intent to allow children choice in their learning, which enables them to be fully engaged and motivated by it; a fundamental aspect of effective learning and early brain development. Our teaching is therefore underpinned by the principle that if a child’s level of well-being and involvement within the setting are high, inspirational learning experiences can take place.

Through our bespoke curriculum, children’s curiosity is supported and nurtured, enabling deep and meaningful learning experiences and outcomes to develop. The curriculum responds to the learning needs and interests of ALL children and the environments are adapted accordingly. We have high expectations for ourselves and ALL children, meaning that our learners are challenged to aim high, make progress, achieve well and become the very best they can be, so that they are Year 1 ready at the end of the academic year. Our ambitious curriculum is intended to support children in becoming independent learners and to develop their characteristics of effective learning, through exciting and creative continuous provision, both indoors and outdoors.

Our curriculum has been adapted in order to build upon the pupils’ starting points, so that their Cultural Capital is further enhanced. We make it our priority to get to know every child and their family, prior to starting school, so that the curriculum can be developed accordingly. We also ensure that the pupils are provided with a range of first-hand, memorable experiences which will enable them to make links to prior learning, stimulate their interest and provide them with a hook to hang their learning on to.

The acquisition of new vocabulary is of the upmost importance to us at Willow Primary Academy. It is our intent to provide a substantial number of ‘back and forth’ interactions with our pupils, meaning that practitioners can model and teach new vocabulary continuously, allowing us to build a solid grounding in children’s communication and language skills. Through this approach, we also endeavour to model warm and positive relationships, which allow children to understand how to identify different feelings and regulate their behaviour accordingly. We believe that these fundamental cognitive skills will help support our pupils to build happy and fulfilling lives.

**IMPLEMENTATION**

At Willow Primary Academy, we follow the Statutory Framework for the Early Years Foundation Stage to ensure that we are fulfilling the requirements for learning and development. It promotes teaching and learning to ensure that by the end of the academic year, ALL pupils are ‘Year 1 ready’. We also follow the framework to actively safeguard and promote the welfare of all of our children.

We ensure that our Curriculum develops the following seven areas:

Prime Areas:

Communication and Language

Physical Development

Personal, Social and Emotional Development

Specific Areas:

Literacy

Mathematics

Understanding the World

Expressive Art and Design

**Delivery**

Teaching and learning is responsive to children’s learning needs and interests. Observations of the children throughout the day is paramount to extending learning and providing high quality provision. These observations and assessments are not always recorded, as we feel it is most beneficial to spend quality time joining in with the children. Every term, judgements are made across the seven areas of learning as to whether each child is on track or not on track. Interventions are then put in place to ensure that pupils who are not on track, make progress to catch up and keep up.

We prioritise creating a child-centred approach to learning at Willow Primary Academy, utilising the principles and pedagogy of ‘Planning in the Moment’ and the role of the adult as the expert play practitioner. Children in Reception are therefore able to spend extended periods of the day directing their own learning on a daily basis; focusing on their interests and developing independence and creativity through play. Our skilled practitioners carefully observe children and know when to stand back; allowing creativity and independence to flourish and when to interact with children in order to move their learning forwards through a ‘teachable moment’. In order to enable this to happen effectively, the children are provided with extended opportunities to be in provision. We limit tidy up time, so that pupils can return to their creations. We have also chosen not to have a playtime, in order for pupils to have non-interrupted sessions. We carefully time our taught inputs, so that ‘Busy Time’ is maximised.

Tapestry is used as an online journal of each child’s learning journey. Parents also use this to upload what their child has been successful with at home, so that we have a rounded, holistic view of every child. It is paramount that communication between teacher and parents occur on a regular basis, so that next steps can be addressed. Regular ‘Stay and Play’ sessions enable these conversations to take place. Parents also write ‘Wow vouchers’ to inform practitioners of great things that the child has achieved at home; these are then celebrated in class.

We have set up our indoor and outdoor learning environment to enable our children to have access to all resources. Our aim is to develop fundamental life and academic skills that will contribute hugely towards their educational and life successes. We ensure there are ample opportunities for children to strengthen their core muscles and fine and gross motor skills through physical play. Our children have access to the outdoor environment throughout the day, in all weathers. Here, they are able to develop through exploratory and sensory experiences. Our pupils also visit our ‘Wild World’ once a week, have access to a trim trail and large play apparatus and our pupils have the opportunity to learn to ride pedal bikes. Our learning environment is adaptable in order to reflect children’s interests and is enhanced regularly to suit this, as well as to embed learning from prior learning.

The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play. We also see great value is planning some of our learning opportunities through our continuous provision ‘busy’ jobs. This provides children ideas of what they could do if they are struggling to get engaged into something of their choice.

In order for pupils to have a settled start to school each day, the children enter the classroom and take part in linked provision activities, as soon as their things have been put away. These activities predominately develop fine motor skills and provide opportunities for the children to recap on what they have already been taught.

Pupils learn to read and write through the Read, Write Inc scheme. Phonics is taught from day one and is a focused, formal session at the start of the day. We teach Maths inputs each day; these are short, focused and often active and practical. Further opportunities to develop the skills and knowledge taught are then enhanced within play-based experiences. We also

Our curriculum is planned around high-quality texts are used throughout our curriculum to ensure that pupils have exposure to effective, new vocabulary and experiences. We use ‘Drawing Club’ to enhance our pupils’ communication, mark making and mathematical skills. We want to ensure that our texts introduce the children to familiar contexts, as well as new cultural experiences and individuals who are different to them.

Throughout the year, we celebrate religious festivals, so that pupils can begin to understand what life is like for people who may live in different countries and have different cultures, beliefs and life experiences.

To further develop our pupil’s vocabulary development, we take part in daily ‘Rhyme Time’ sessions. During these sessions, we sing songs and nursery rhymes, as well as learning a poem a week, off by heart with actions. Children are exposed to new words, throughout our curriculum.

**Progression**

We have mapped out Development Matters across the year to ensure there is a clear focus in each term. We then also use skill progression documents for each of the seven areas to support us with the finer details of planning for our curriculum. These granular small steps ensure that EVERY child’s next steps are identified and developed through our provision. Every child is unique and therefore they have different needs and starting points. We ensure that we are aware of every pupil’s next steps, so that new learning can take place and misconceptions can be addressed. Timely interventions are put in place, to enable all pupils to succeed. These documents also support Subject Leaders, with what is learned in Reception and how this leads to Year 1.

All planning is flexible and responsive to children’s needs. We ensure we build upon prior learning and revisit regularly to ensure knowledge is embedded.

**IMPACT**

By the end of their Reception year, our Early Years children will have gained the skills, knowledge and behaviour for learning needed to prepare them for the next phase of their education and learning. They will have developed the characteristics of effective learning and will be able to engage with learning and make progress.

Children will leave Willow Primary Academy as articulate and resilient young people and this journey starts with us in Early Years. Our work underpins all future learning. Our child-centred approach means that they will know more, remember more and understand more, fully preparing them for the next stage in their academic career and the rest of their lives.

By the end of EYFS, children will have developed an inquisitive nature; a love of exploring and finding things out. They will enjoy playing with open-ended resources and will be willing to ‘have a go’ at a range of activities. They will be able to engage with activities/games/adults that are familiar to them and that they enjoy. They will be open to exploring and finding out about new things.

Children will participate with activities and learning for sustained periods of time, with high levels of involvement and engagement. They will be able to concentrate on developing new skills and learning new knowledge. They will have an understanding of what they need to achieve in an activity and will show enjoyment in succeeding. They will keep on trying if they are not successful at first. Children will show an awareness that they are part of a shared learning activity and that a particular outcome is expected.

Children will have their own ideas and will be able to share these in their own way. They will start to make links between previous experiences and things they know and apply these to new experiences and learning opportunities. They will show independence in their learning and daily routines and will make decisions about how to do things.

It is our aim that ALL pupils will reach a ‘good level of development’ by the end of the Early Years Foundation Stage. Pupils will be able to read short sentences, they will be able to write simple sentences and they will be secure with numbers to 10.

Our carefully planned environment, enriched play-based curriculum, quality first teaching and rigorous assessment means that our curriculum is effective in supporting pupils to be ready for the next stage of their learning journey.

**Long Term Plan - 2024 – 2025**

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| **Themes** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Week 1** | Settling-in days | **Night and Day/Bonfire Night** Owl Babies | **Superheroes**  Supertato | **Crawl, Wriggle, Creep**  Superworm | **Journeys** – The Train Ride | **Story-telling**  Three Billy Goats Gruff |
| **Week 2** | **We are Acorn!**  Colour Monster goes to school | **Let’s Explore**  We’re going on a Bear hunt | **Dinosaurs**  Tyrannosaurus Drip | **Pancake Day**  Mr Wolf’s Pancakes | **Transport –** The Hundred Decker Bus | **Big Wide World**  Here we are |
| **Week 3** | **Marvellous Me!**  Once there were Giants | **If you go down to the woods**  The Gruffalo | **Food Glorious Food**  The Little Red Hen | **Spring is Here**  Little Bear’s Spring | **Roaring Rockets and Robots** – Whatever Next | **Feeling Hot, Hot, Hot**  Handa’s Surprise |
| **Week 4** | **Home Sweet Home**  In Every House on Every | **Story–telling**  The Three Little Pigs | **Amazing animals**  Giraffes Can’t Dance | **Life cycles**  The Very Hungry Caterpillar | **Story-telling**  The Gingerbread Man | **Pirates**  Pirates love underpants |
| **Week 5** | **Story-telling**  Goldilocks and the Three Bears | **Frozen Planet** (cold places) Lost and Found | **Down on the farm**  Farmer Duck | **Life Cycles**  Jasper’s Beanstalk |  | **Oh, I do like to be beside the seaside**  Clean Up |
| **Week 6** | **People who help us**  You Can’t Call an Elephant in an Emergency | **Winter Wonderland**  Robin’s Winter Song | **Story-telling**  The Enormous Turnip | **Ready Steady Grow**  The Extraordinary Gardiner |  | **Under the Sea**  Rainbow Fish |
| **Week 7** | **Autumn**  The Squirrels who Squabbled | **Christmas**  The Christmas Eve Tree |  | **Easter**  Paddington’s Easter Egg Hunt |  | End of year celebrations |
| **Week 8** | **Autumn**  Leaf Man |  |  |  |  |  |
| Memorable Experiences | Tour of the school  Autumn walk around the local area  Visits from Police, Ambulance, Fire Brigade etc  Little City visit | Owl visit to school  Christmas production | Dress up as Superheroes on first day back | Robinswood Hill trip  Farm trip – Cattle Country | Transport survey on Stroud Road | Sports Day  Food tasting from around the world  Transitions to Year 1 |
| Literacy | On-going opportunities throughout ‘Busy Time’ to write for a purpose – both child and adult-initiated  Enhancements within provision to inspire writing – range of writing templates, writing opportunities linked to learning in topic or linked to a book | | | | | |
| Drawing Club  Writes their name - copying it from a name card or trying to write it from memory. Develop an awareness that writing communicates meaning. Gives meaning to marks they make. | Drawing Club  Continuing to develop a phoneme / grapheme relationship. Now has increasing control when making marks and drawing. Copies adult ‘writing behaviour’ e.g. writing on a whiteboard, writing messages. Uses some recognisable letters and own symbols such as their name or some initial sounds. | Drawing Club  Children recording letters for initial sounds and end sounds. Children building and recording simple CVC words. | Drawing Club  Children build CVC, CVCC words using known graphemes. Children recording these. Use writing in their play. Some children moving onto caption writing if ready. | Adult-directed caption writing in books  All children being exposed to caption writing and simple sentence writing and extended to copy or create a simple caption e.g. it is a bus. Continue to build on knowledge of letter sounds in writing. | Adult-directed caption writing in books  All children being exposed to caption writing and simple sentence writing and extended to copy or create a simple caption e.g. it is a bus. Continue to build on knowledge of letter sounds in writing. |
| **Initial sounds used for lists, labels, during story scribing during provision with adult** | | **Short words in lists, labels, story scribing during provision with adult** | | **Short sentences about a picture – captions**  **Story scribing during provision with an adult**  **Adult-directed teaching and learning journey book to start in preparation for Year 1** | |
| Rhyme Time | **Poetry Basket – a poem a week, plus…**  Pat a Cake, Baa Baa Black Sheep, Hickory Dickory Dock, Wind the Bobbin Up, This Little Piggy, Ring-o-Roses, Row Row Row your Boat, If you’re happy and you know it, Grand Old Duke of York, Old MacDonald, Incy Wincy Spider, The Wheels on the Bus, Humpty Dumpty, Twinkl, Twinkl, Hey Diddle Diddle, Jack and Jill, Little Miss Muffet, Wiggly Woo | | **Poetry Basket – a poem a week, plus…**  Five Currant Buns, The Farmer’s in his Den, 5 Little Ducks, 5 Little Monkeys, 5 Little Speckled Frogs, 10 Green Bottles, 10 Fat Sausages, Mary had a Little Lamb, 12345, Miss Polly had a Dolly, Heads Shoulders Knees and Toes, The Mulberry Bush, London Bridge, There’s a Hole in my Bucket, Three Blind Mice, Mary Mary Quite Contrary, One Man went to Mow | | **Poetry Basket – two poems a week, plus…**  In and Out the Dusty Bluebells, A Sailor went to Sea, She’ll be Coming Round the Mountain, Hokey Cokey, BINGO, Dingle Dangle Scarecrow, This Old Man, Old King Cole | |
| Maths | Getting to know you  Match, sort and compare  Talk about measure and pattern | It’s me 1, 2, 3  Circles and triangles  1, 2, 3, 4, 5  Shapes with 4 sides | Alive in 5  Mass and capacity  Growing 6, 7, 8 | Length, height and time  Building 9 and 10  Exploring 3D shapes | To 20 and beyond  How many now?  Manipulate, compose, decompose | Sharing and grouping  Visualise, build and map  Make connections  Consolidation |
| Music | BBC Ten Pieces – Bring the Noise Theme | BBC Ten Pieces – Gathered round the Christmas tree | BBC Ten Pieces – When the Cold wind blows | BBC Ten Pieces – Happy | BBC Ten Pieces – I am a Robot | BBC Ten Pieces- Summertime |
| Focus Artist | Painting – Kadinsky (link to Maths – Circles and Triangles) | | Collage – Matisse (The Snail – link to Crawl, Wriggle, Creep), Archimboldo (Link to Food Glorious Food) | | Sculpture – Andy Goldsworthy (link to Clean Up) | |
| Jigsaw (PSHCE) | Being Me in My World | Celebrating Differences | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Festivals and Celebrations | 21st October – Harvest  5th November – Bonfire Night  31st October – 1st November – Diwali  25th December – 2nd January - Hanukkah | | 29th January – 12th February – Chinese New Year  14th February – Valentine’s Day  4th March – Pancake Day  30th March – Mother’s Day  30th – 31st March – Eid-Al-Fitr | | 8th June – World Oceans Day | |