



The Oaks Primary School
Bringing Learning to Life

EYFS Curriculum 2023-2024

At The Oaks, we provide a high-quality EYFS education giving children a secure and confident start to their school life. We are committed to nurturing a lifelong love of learning alongside the aims of the EYFS Statutory Framework. We strive for high standards, consider the development of the whole child and seek to foster resilience and independence. We are inclusive and welcoming to all and our school values are embedded all that we do. We aim to provide the essential knowledge that children need to prepare them for their future success and to give children the best possible start to their early education. To do this we plan our curriculum so that it can:

- Broaden minds and children's outlook on life
- Provide experiences of awe and wonder and truly bring learning to life
- Support all children to reach their full potential
- Consider children's backgrounds and experiences
- Develop knowledge and understanding of the community and wider world.

Staffing and Organisation

At The Oaks, we have a Reception class that has the use of an indoor and outdoor classroom and a variety of outdoor areas. The classroom has a wide selection of free choice provision and areas for the children to access which cover all areas of learning. We have a full-time teacher and HLTA or TA at all times.

Staff are organised to support the children in a balance of adult-led and child-initiated experiences throughout the day. Children have free flow access to outdoor learning and provision. We plan a variety of exciting learning opportunities that challenge and engage the children each day as well as responding to unplanned themes or topics that interest the children.

How do we teach children in the EYFS?

In our classroom, you may see children playing alone or with their peers, deciding on resources and choosing how to spend their time. You may see a child playing and listening to an adult, who is modelling how to achieve something or teaching a new skill that interests the child. Adults may scaffold a children's play. This involves taking their play to higher levels of learning, entering the play as a co-creator and helping to provoke a framework for the children to go from "what they know" to "what else they could know"! Scaffolding enables a child to solve a problem, carry out a task or achieve a goal, which is just beyond his or her abilities. During play, where foundational social and emotional skills are developed, scaffolding is a bridge to new skill levels using three key ingredients; modelling the skill, giving clues and asking questions while the child is trying out a new skill, and then as the child approaches mastery, withdrawing the support.

The new statutory framework does not prescribe a particular teaching approach. The DfE (2021) state in the framework (p16) that "Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults."

Each day, we stimulate children's interests, respond to each child's emerging needs and guide their development through warm, positive interactions coupled with secure routines for play and learning. As

children grow older and develop their skills throughout the reception year, we use more direct teaching and modelling and plan specific sequences of lessons. These strategies help us to focus on teaching the essential skills and knowledge in specific areas of learning so that children develop the skills and confidence required for the end of Reception year and to aid the transition into Year 1.

Planning in EYFS

Our planning focuses on the children's needs, their interests and their stages of development. We seek opportunities to make links between the areas of learning and plan next steps accordingly. We do follow themes or topics that successfully embed the EYFS curriculum in an exciting and age-appropriate way whilst giving EYFS children opportunities to acquire skills and knowledge to support them; these are built on as children move through school. We deliver the curriculum through planned, purposeful play as well as adult-directed learning to enable the children to build on what they already know. In class, the children may be taught as a whole class, in key groups, in small groups or individuals to ensure that all children are progressing from their own individual starting point.

Effective Teaching and Learning

We encourage the children to guide us in shaping their learning experiences whilst also ensuring we are teaching the skills and knowledge that children require to support them in their school life. We gather information about what children are interested in and which skills children would like to develop further alongside skills we identify children need to develop. Children are encouraged to share their interests with us. In addition, we use parent observations on Seesaw to learn more about the children's likes and dislikes alongside discussions via children Home School Diaries. We develop children's curiosity and encourage inquisitiveness and a hunger for learning. We provide a challenging, exciting and attractive learning environment that offers high-quality opportunities for the children to learn through play within the classroom and outside. We create continuous provision that is designed to offer practical, open-ended learning opportunities where children are enabled to think creatively and imaginatively. The children are supported to explore how resources can be adapted and use their skills in a variety of contexts. We develop problem-solving skills through open-ended tasks and encourage children to share their thinking with others.

Personal Development

To support children's skills in the prime area of PSED, we aim to promote an understanding of people, different cultures and communities beyond their own. Through direct teaching and learning opportunities we teach the language of feelings to develop emotional literacy and support emotional security through regular circle time sessions, discussions, modelled behaviour and provision of a safe learning environment. By focusing on the characteristics of effective learning, we strive to promote resilience, motivation and appropriate risk taking and problem solving. This supports the child's independence and builds on key skills that they will need throughout their life. At The Oaks we teach children about how to keep themselves healthy through good hygiene, healthy eating, exercise and being kind to others. Children are taught about how to keep themselves safe online, in the home, and how to behave around things that may be harmful to their health. We have visitors from the community such as: the fire brigade, the local oral health team or the NSPCC to talk to use about these issues. Children also take part in a supervised tooth brushing programme to develop good oral hygiene skills and a positive attitude towards oral health. We use a scheme of learning called Jigsaw to support PSHE teaching and learning across school.

Communication and Language

How do we support and develop children's Communication and Language skills?

- Link listening with learning
- Identify new vocabulary
- Provide a large selection of objects, photos, pictures to talk about
- Promote active listening skills

- Repeat vocabulary regularly & revisit
- Show genuine interest in knowing more
- Think out loud, ask questions to check your understanding; make sure children can answer who, where and when questions before you move on to why and 'how do you know' questions
- Use complete sentences in our everyday talk and model good speaking.
- Help children build sentences using new vocabulary by rephrasing what they say and structuring their responses using sentence starters
- Narrate our own and children's actions
- Ask open questions
- Repeat vocabulary regularly & revisit
- Model accurate irregular grammar such as past tense, plurals, complex sentences
- Remind of past events
- Make deliberate mistakes to highlight we can be wrong!
- Think out loud, support to solve problems, use problem solving words & phrases
- Model talk routines
- Daily story time
- Provide traditional & modern books
- Read and reread selected texts
- Take on different roles in imaginative play, to interact and negotiate with people in longer conversations
- Use quality fiction and non-fiction texts for focussed learning and story time

Personal, Social and Emotional Development

How do we support and develop children's Personal, Social and Emotional skills?

- Make time to get to know the child and their family
- Ask parents about the child's history, likes, dislikes, family members and culture
- Highlight children's interests and use these to enhance discussions
- Encourage listening to peers as well as adults
- Encourage cooperation, sharing and kindness
- Praise children when they help, listen and support each other
- Ensure children spend sufficient time in friendship groups as well as other groupings
- Have high expectations for children following instructions
- Model positive behaviour and highlight exemplary behaviour
- Encourage children to express their feelings if they feel hurt or upset, linking these feelings to books and correct vocabulary needed
- Undertake specific activities that encourage talk about feelings and their opinions
- Recognition of child's personal achievements
- Provide opportunities for children to tell each other about their work and play
- Support children to reflect and self evaluate their own learning and development
- Support children to set goals and to achieve them
- Give children strategies for staying calm in the face of frustration
- Encourage them to think about their own feelings those of others by giving explicit examples of how others might feel
- Give children space to be calm.
- Discuss books that deal with challenges
- Ask children to explain to others what they might be thinking of feeling and scaffold this Modelling of values and explain instances where these are visible to ensure children understand the meaning behind our school values
- Have clear routines and expectations in line with school behaviour policy

- Circle time and scaffold social interactions to support friendships
- Specific teaching linked to healthy eating, staying safe, managing emotions, understanding feelings and dealing with these
- Engagement in celebration assembly
- High quality texts to support learning
- Use of puppets, songs, stories to model feelings, and problems and how to deal with these

Physical Development

How do we support and develop children's Physical Development– gross motor skills?

- Provide regular access to appropriate outdoor space
- Range of surfaces to feel, move and balance on, such as grass, earth and bark chippings
- Experience of carrying things up and down on different levels (slopes, hills and steps)
- Provide a choice of open-ended materials to play that allow for extended, repeated and regular practising of physical skills like lifting, carrying, pushing, pulling, constructing, stacking and climbing
- Provide regular access to floor space indoors for movement
- Ensure that spaces are accessible to children with varying confidence levels, skills and needs
- Provide a wide range of activities to support a broad range of abilities
- Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in
- Model precise vocabulary to describe movement and directionality, and encourage children to use it
- Provide children with regular opportunities to practise their movement skills alone and with others
- Challenge children with further physical challenges when they are ready, such as climbing higher, running faster and jumping further
- Encourage children to be physically active
- Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce
- Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push
- Provide areas for sitting at a table that are quiet, purposeful and free of distraction. Give children regular, sensitive reminders about correct posture
- Create obstacle courses that demand a range of movements to complete, such as crawling through a tunnel, climbing onto a chair, jumping into a hoop and running and lying on a cushion
- Provide opportunities to move that require quick changes of speed and direction
- Encourage precision and accuracy when beginning and ending movements.
- Encourage children to use a range of equipment. These might include wheeled toys, wheelbarrows, tumbling mats, ropes to pull up on, spinning cones, tunnels, tyres, structures to jump on/off, den-making materials
- Provide daily access to outdoor provision all year round including the playground, field, gardening area, trim trail, digging area, climbing frame, water, sand and bikes
- Weekly PE sessions to develop specific skills with the addition of specialist teachers at different point in the year
- Opportunities to engage in Forest Schools sessions throughout the year

Physical Development

How do we support and develop children's Physical Development– fine motor skills?

- In order to teach children the correct pencil grip and posture for writing, or how to use a knife and fork and cut with scissors, ensure that children are developing gross motor skills as precursors to writing and other fine motor skills
- Help children to develop the core strength and stability they need to support their fine motor skills.
- Offer children activities to develop and further refine their fine motor skills.
- Suggestions: threading and sewing, woodwork, pouring, stirring, dancing with scarves, using spray bottles, dressing and undressing dolls, planting and caring for plants, playing with small world toys, making models with junk materials, construction kits and malleable materials like clay.
- Regularly review the equipment for children to develop their small motor skills.
- Ensure that resources are appropriate for the different levels of skill and confidence of children also facilitating challenge for more able/dextrous children
- Continuously check how children are holding pencils for writing, scissors and knives and forks.
- Offer regular, gentle encouragement, opportunity for practise and feedback.
- Encourage children to draw freely.
- Engage children in structured activities
- Teach and model correct letter formation.
- Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.
- Plan for regular repetition so that correct letter formation becomes automatic, efficient and correct
- Daily handwriting formation included in phonics lessons
- Use songs and rhymes to support formation of letters and numerals
- Provision of left and right handed scissors with correct modelling and support
- Provide tripod grip pencils and chunky crayons initially moving on to slimmer materials when ready
- Use sensory materials such as shaving foam, playdough, paint to support mark making
- Resources available in continuous provision to allow children to practise fine motor skills
- Use of progression map to monitor pencil control, grip and progress

Phonics at The Oaks

At The Oaks, we currently follow a Government validated scheme -Supersonic Phonics to support the delivery of phonics across school. Discreet phonics sessions are taught daily. Children receive a minimum of a 20-minute phonics session each day, led by the class teacher or HLTA. We cover 4 new sounds per week and practise these sounds in a number of different ways. Within the sessions, children learn to blend sounds and segment words into sounds for reading and spelling. Sessions are multi-sensory and active and allow the children to consolidate their learning as well as learning new sounds and skills.

Each week the children are given the sounds to practise at home and consolidate learning, this is a valuable tool in informing parents about what children are learning in school. We ask parents to practise reading these graphemes when they hear their child read. Alongside the teaching of letter sounds, children are taught 'tricky' words for each phonic phase. These words are sent home too. We assess children to check that they are confident with the sounds they have covered before moving on in detail to the next set of sounds.

Literacy

How do we support children with writing at The Oaks?

- Daily shared and modelled writing
- Daily support to write children's names using a variety of tools and resources

- Planned sequenced phonics and handwriting lessons
- Teach rhymes, letter families and handwriting patterns
- Provide a variety of writing tools in the provision
- Literacy displays to support and enhance the teaching of phonics alongside resources for children to refer to independently
- Lots of opportunities for revisiting and practising
- Meaningful reasons and opportunities for children to engage in writing
- Teach children to say out loud what they want to write, count the words and use their phonics knowledge to support them to write
- Use story maps, repetition and songs to support children to retell stories, enabling them to articulate their thoughts before writing them

Literacy

How do we support children with word recognition and comprehension skills at The Oaks?

- Daily shared and modelling reading
- Provision of diverse books including traditional and modern and fiction and non-fiction
- Planned sequenced daily phonics with word and sentence reading opportunities
- Use of phonics to teach progressively tricky and high frequency words
- Use reading books that are phonetically decodable for children to practise and apply their phonic knowledge
- Phoneme and grapheme mats available for children to use freely
- Daily phoneme and grapheme revisit
- Meaningful reasons and opportunities for children to read
- Accessible and inviting reading areas with a wide range of quality texts in different formats
- Daily story time
- Assessment and monitoring to identify children's progress and next steps
- Daily opportunities for blending and segmenting
- Opportunities for children to practise comprehension skills through guided reading, shared reading and individual reading
- Draw children's attention to a wide range of examples of print with different functions
- Show children how to touch each finger as they say each sound.
- For exception words such as 'the' and 'said', teach children to identify the word by sight through repetition and recall.
- Teach children to read simple phrases and sentences made up of words with known letter-sound correspondences.
- Regular sharing of books and discussion of children's ideas and responses to scaffold children to develop their early enjoyment and understanding of books
- Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.
- Make the books available for children to share at school and at home.

Mathematics

How do we support children with Mathematics at The Oaks?

- Planned sequential and progressive maths lessons linked to White Rose Maths and NCETM mastery of number
- Use of various concrete resources and Number blocks videos for deeper thinking
- Relevant maths displays and resources available for children to use at all times
- Daily maths teaching, focussed maths modelling and guided learning
- Observations of children's mathematical thinking in the provision and opportunities to scaffold and facilitate more learning or address misconceptions

- Access to good quality construction/ pattern building equipment
- Focus on composition of smaller numbers before moving on
- Sustained focus and deeper understanding of each number
- Assessment through observation and questioning
- Shape, Space and Measure is taught in a meaningful way alongside number focusses
- Access to resources in continuous provision to deepen and support mathematical understanding
- Maths songs, rhymes and actions to support mathematical thinking and consolidate learning
- Mathematical challenges in the provision
- High quality story books linked to number and mathematical concepts

Understanding of the World

How do we support the development of Understanding of the World at The Oaks?

- Planned direct learning as well as learning in the environment
- Look at seasons and how the weather changes
- Provide interesting natural environments for the children to explore freely
- Make collections of natural objects for the children to investigate and talk about
- Spend time with children talking about photos and memories
- Invite people in to school from a range of occupations to talk about their jobs
- Provide mechanical equipment for children to explore and investigate
- Show and explain the concepts of growth, change and decay with natural materials. Plant seeds and observe over time
- Introduce new vocabulary related to exploration and encourage children to use the vocabulary as part of their explorations
- Investigate how animals and plants grow and learn about the life cycles of chicks, frogs, butterflies and ladybirds
- Encourage children to refer to books and online resources to discover new information
- Read high quality fiction and non-fiction books to support learning
- Encourage children to think in simple ways about forces linked to water, magnets and pushes and pulls
- Plan and introduce new vocabulary related to exploration and encourage children to use it, talk about natural and man made objects
- Provide opportunities for children to change materials from one state to another through activities such as cooking (heating and cooling), exploring ice and melting
- Explore how different materials sink and float
- Investigate light and how it shines through some materials but not others, investigate shadows
- Teach specific history themed vocabulary and simple concepts with resources and discussions to prepare the foundations for later teaching in history such as castles and kings and queens. Use stories and discussions to support this

Expressive Art and Design

How do we support childrens Expressive Art and Design at The Oaks?

- Teach children to develop their colour mixing techniques to match the colours they see and want to represent.
- Share different artists work and discuss features, techniques and style
- Provide opportunities to work together to develop and create ideas
- Provide children with a range of materials to construct with, encourage children to think about and discuss what they want to make. Discuss problems and how to solve these, then reflect on how they have achieved their aims
- Teach children different techniques for joining materials
- Provide a range of materials and teach children how to use them independently

- Encourage children to notice and discuss the natural world around them, thinking about colours, shapes, textures and smells
- Expose children to different music from around the world
- Provide opportunities for children to listen to musicians and discuss.
- Listen to changes in patterns and sounds as music develops
- Provide role play resources for children to use in their play
- Encourage children to sing in groups or individually and change pitch or follow melody
- Provide resources to create music and keep a steady beat, encourage children to create their own music
- Provide opportunities for children to replicate choreographed dances or make up their own dances, incorporating dance from different places around the world
- Support children to take part in school productions or class assemblies and perform in front of others
- Develop drawing and self portrait skills using a variety of different media
- Use colour and pattern to express mood

Working in Partnership with Parents

We value the contribution that our parents and carers make to their child's learning and take every opportunity to work in collaboration with them. We give parents access to a Seesaw account for their child, which will stay with them through school. We encourage all parents to add observations from home so that we can gain a wider view of their child. In the Autumn term we host a 'Meet the teacher' evening where we discuss the expectations for Reception then during the Autumn and Spring terms we hold parents' meetings. In the summer term we send home detailed reports informing children about their child's EYFS profile and how their child learns in relation to the characteristics of effective learning. The children take reading books home to share along with a reading record book, which parents/carers can write in every time they read with their child. We also provide 'curriculum' workshops for parents to attend so that they can learn more about how they can support their child at home.

Seesaw is used to record 'wow' moments, to share exciting activities with parents and to communicate daily in addition to a Home School Diary that is sent home weekly to inform parents about what their child will be learning in school.

Community Links and the Wider World

Over the year, we arrange visits from members of the local community to support our topic work. We also arrange trips where possible within the local community, for example visiting the library or local walks. Film clips, non-fiction texts and artefacts are also used to introduce new concepts in real-life contexts. We aim to develop the children's awareness of other cultures by exploring different countries and celebrations through our RE lessons.

Observation and Assessment

At The Oaks, we use a range of strategies to gather information about the children's learning and development. We use observation as our main form of assessment, and 'wow' moments are recorded in a learning journal online via Seesaw. Seesaw is a secure online journal that builds on children's experiences during their time with us. It enables parents to view learning from school and find out how their child is doing online. Parents can share pictures/videos with school in order to inform our planning and assessments of children. Seesaw can be accessed from a desktop PC or via smartphone app for Android and Apple devices. Keeping children safe online is extremely important to us at The Oaks therefore we ask parents to sign an agreement and other information to show that they understand and agree with our guidelines whilst using Seesaw. The children's learning is monitored and sometimes observed through photographs, notes & videos. Some literacy or maths learning may be recorded in books or on display in the classroom. Teachers constantly use their professional judgement to decide what a child is achieving and what they need to do next. The staff watch the children interacting through

their play & learning, we model and guide to support the children and assess the children using the non statutory framework 'Development Matters 2021'. Observations are completed individually and in groups and by all team members.

During the first few weeks of the Autumn term we complete a baseline assessment on each child to link to 'Development Matters' and support us to identify where children are working in relation to their age related expectations. We identify any gaps that children may have and monitor who is not on track for these specific skills. This allows learning opportunities to be pitched appropriately and as well as providing a baseline of the children's attainment. This information is monitored to ensure that all children are making good progress. We also complete the statutory Reception Baseline Assessment within the first few weeks of school for all children.

Towards the end of each term, the class teacher uses their knowledge of the child, information from parents, Seesaw and teacher assessment in books to record how well the children are progressing in each area of the curriculum and which areas we need to work on next. Tracking progress termly enables staff to monitor the progress the children are making in all areas and check the coverage of all areas of the curriculum. In the summer term, the class teacher reviews the ELGs in the EYFS Profile to decide whether each child is working below or at the expected levels. Judgements against the ELGs are based on observations, evidence in books and discussions with all staff involved with the child. The results of the Profile and information about the Characteristics of Effective Learning are shared with parents and carers via a report. This information is also shared with Year 1 teachers in order to support the transition to Year 1. The EYFS profile results are reported to the local authority, who monitor and moderate the judgements made.

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