

EYFS Curriculum

**Aims, ambitions, experiences
and skills progressions
for Nursery & Reception**





EYFS Curriculum : Aims and Ambitions

Developing	Curiosity	Cooperation	Empathy	Independence	Perseverance	Reflectiveness
Using the powers of	<ul style="list-style-type: none"> Questioning Risk taking Exploring Challenging 	<ul style="list-style-type: none"> Resourceful Imaginative Confident Responsible 	<ul style="list-style-type: none"> Concern Honesty Understanding Forgiveness 	<ul style="list-style-type: none"> Concentration Determination Resilience Ambition 	<ul style="list-style-type: none"> Planning Reviewing Evaluating Revising 	<ul style="list-style-type: none"> Listening Collaboration Imitation Respect

Aim	<ul style="list-style-type: none"> All children will be able to use rich descriptive language by the end of Reception (eg. speak in full sentences, retelling stories they know) 	<ul style="list-style-type: none"> All children will have developed secure social skills, taking turns and forming positive relationships 	<ul style="list-style-type: none"> All children will be able to manage and express their feelings, and begin to regulate their behaviour 	<ul style="list-style-type: none"> All children will have an understanding of healthy food choices, personal hygiene and self-care 	<ul style="list-style-type: none"> All children will be able to hold their own body weight and show controlled movement 	<ul style="list-style-type: none"> All children will respect, value and care for the natural world around them
Rationale for choice	<ul style="list-style-type: none"> High level of speech and language difficulties [Summary of WELCOME scores] High level of EAL [inset percentage] High number of children did not attend a preschool setting [data] Limited vocabulary & exposure to books Information from transition forms? 	<ul style="list-style-type: none"> Observations - [insert anecdotal evidence] Impact of Covid High number of concerns relating to behaviour expressed by parents during transition Baseline evidence [insert summary] PSED data? 	<ul style="list-style-type: none"> Children unsure of how to play SEN data [insert percentage, level of autism / ADHD / traits] Data for self-regulation? Concerns raised by parents during transition Children don't know how to handle own emotions or express themselves PSED data? 	<ul style="list-style-type: none"> Children arriving at school not having eaten breakfast Low take up of children having school dinners [insert percentage] Children often tired (suggesting poor diet and lack of sleep / bedtime routines) Great deal of time on home visits spent discussing food likes and dislikes 	<ul style="list-style-type: none"> Some children living in flats - no access to outdoor space Many children spending a lot of time on phones and tablets Poor gross motor skills (data?) Struggles with handwriting later in school PD data? 	<ul style="list-style-type: none"> Lack of experience of the natural world - many children have not been to seaside, farms, forests Lack of care for / respect for nature Impact on Covid on ability to go outside and explore Many children spending a lot of time on phones and tablets KUW data?



EYFS Curriculum : Experiences

Learning Power	Curiosity	Cooperation	Empathy	Independence	Perseverance	Reflectiveness
Aim	<ul style="list-style-type: none"> All children will be able to use rich descriptive language by the end of Reception 	<ul style="list-style-type: none"> All children will have developed secure social skills, taking turns and forming positive relationships 	<ul style="list-style-type: none"> All children will be able to manage and express their feelings, and begin to regulate their behaviour 	<ul style="list-style-type: none"> All children will have an understanding of healthy food choices, personal hygiene and self-care 	<ul style="list-style-type: none"> All children will be able to hold their own body weight and show controlled movement 	<ul style="list-style-type: none"> All children will respect, value and care for the natural world around them
Experiences we will provide to support children in achieving these aims	<ul style="list-style-type: none"> Talk for Writing Daily phonics Core book each half-term, to be read regularly, explored, used as base for innovation & invention Story time and visiting storytellers Programme of trips and experiences to build cultural capital and corresponding vocabulary Role play Resources that build language and prompt talk (eg. talking tins) Adult interaction and conversation - promoting talk and vocabulary Story telling workshops 	<ul style="list-style-type: none"> Adult modelling Turn taking games Exposure to large groups and activities with lots of people involved Visual aids Early years unit - encouraged to play with & interact with wide mix of children Circle times PSHE - jigsaw Social stories Challenge areas 'Hooks' to capture interest in new stories / topics Communicate in print Role play that reflects home life Story time & buddy reading Group rotation 	<ul style="list-style-type: none"> Feelings board Core books (eg. colour monster) Circle times Chill out / calm corner 1:1 adult support to model / structure resolution Resources, puppets, emotion boards / symbols Sensory space in class Learning superheroes Workshops for parents as part of Stay & Play sessions Talking frames - "I am happy because..., I love it when..., I feel sad when..." 	<ul style="list-style-type: none"> Growing food Forest school Exposure to wide range of foods Farm visits Lunch tasting (from HCL?) Changing shoes / coat independently Changing for PE Core books that include links to food (Handa's surprise, Pip & Posy) Sensory experiences - developing language to talk about food, likes and dislikes Growing herbs in mud kitchen Circle time around oral health Practicing brushing with clay teeth Visitors (eg. dentist) Washing hands, keeping healthy 	<ul style="list-style-type: none"> Wall bars and indoor climbing equipment A-frames, ladders, tyres, balance beams, stepping stones in outdoor environment Balance bikes, scooters, tricycles PE lessons 3 times a week with specialist coach Obstacle courses and challenges linked to stories / topics (eg. escaping from pirates or capturing dinosaurs) Visits to park & experience of trying out different play equipment - link to stories about going to park / playground Supporting children in learning to manage own risks - checking resources are safe together before using them Sports days 	<ul style="list-style-type: none"> Forest school Using real-life tools (eg. rakes, peelers, Chinese saws) to care for and make things from natural materials Camp fire Making art from nature Composting and growing Wider experiences of the natural world - trips to park, forests, farm, seaside etc. Class stories Chicks / ducklings Comparing different environments - how are other places they know similar / different? Discussing what they value in our local environment and what we can do to keep it that way



EYFS Curriculum : Skills progressions

Learning Power	Curiosity	Cooperation	Empathy	Independence	Perseverance	Reflectiveness
Aim	<ul style="list-style-type: none"> All children will be able to use rich descriptive language by the end of Reception 	<ul style="list-style-type: none"> All children will have developed secure social skills, taking turns and forming positive relationships 	<ul style="list-style-type: none"> All children will be able to manage and express their feelings, and begin to regulate their behaviour 	<ul style="list-style-type: none"> All children will have an understanding of healthy food choices, personal hygiene and self-care 	<ul style="list-style-type: none"> All children will be able to hold their own body weight and show controlled movement 	<ul style="list-style-type: none"> All children will respect, value and care for the natural world around them
Skills progressions - children will all progress and develop at their own rate	<ul style="list-style-type: none"> Identify and name familiar objects and properties (eg. colours, clothing) Respond to simple, one-step instructions Understand and begin to respond to <i>where, what, who</i> questions Enjoy listening to longer stories and remember much of what happens Use a wider range of vocabulary, linked to play, stories, topics Understand and respond to 'why' questions Articulate ideas and thoughts in well-formed sentences Link ideas using a range of connectives Describe events in some detail Use talk to solve problems, organise thinking and explain how things work 	<ul style="list-style-type: none"> Play - at first with an adult, then independently Imitate / echo others Express own ideas and interests Invite other children to join their play; Take turns in play with support Know that other people talking has value Listen to others and respond to simple questions / ideas Resolve problems, at first with adult support and later independently See themselves as a valuable individual Develop a sense of responsibility and community (eg. taking on class jobs) Become more outgoing with unfamiliar people in safe contexts 	<ul style="list-style-type: none"> Express preferences and decisions Recognise and use simple expressions (eg. smiles and frowns) Indicate how they are feeling using symbols / feelings chart Talk about their own feelings using words like <i>happy, sad, angry</i> or <i>worried</i> Attempt to control / manage their own feelings (eg. telling adult or going to calm space when cross) Develop appropriate ways of being assertive (eg. coming up with plans for others to join / explaining why they need something) Talk about the feelings of others in stories / role-play situations Predict how others are likely to feel in real life 	<ul style="list-style-type: none"> Awareness of when they are hungry / thirsty Awareness of when they need the toilet Can verbalise needs Uses the toilet with support Accesses snack with support Can select food they would like to eat Can give reasons for their choices, describing tastes and textures Accesses rolling snack independently Keen to try new tastes / foods Can name and recognise fruit Knows why healthy food is important Know and talk about why it is important to brush teeth, exercise and wash regularly 	<ul style="list-style-type: none"> Pick up toys from the floor without falling over, developing core strength Lay prone or kneel to play with equipment Balance on one foot for up to 5 seconds Coordinate body movements that cross the midline (eg. tapping knee with opposite hand, climbing stairs with alternate feet) Walk along a balance beam Throw a ball or bean bag overarm Independently climb onto or down from outdoor equipment Jump and land safely on range of surfaces Hang from monkey bars for increasing periods of time Swing from one bar to next, releasing one arm at a time 	<ul style="list-style-type: none"> Explore natural materials Describe what they can see in the world around them (using increasingly precise / scientific language) Show an interest in the world around them (worms, bugs, fallen leaves etc) Explore collections of materials and notice how they are similar different (eg. types of rocks / bark / shells) Describe the life cycle of a living thing (eg. after growing seeds / watching chicks hatch) Take responsibility for looking after living things, understanding what they need to survive Value living things Talk about what it means to 'respect' our environment

