



Curriculum Handbook
Early Years Foundation Stage
Cygnets

Curriculum Statement

Intent

At Eynsham Community Primary School our Early Years curriculum within Cygnets (2-3 year olds) is designed to equip children to become ambitious, independent and inquisitive learners. We recognise children's prior learning, both from their previous settings and their experiences at home and we work in partnership with parents and carers to provide the best possible start within our Cygnets class. We aim to ensure each individual child reaches their full potential from their starting points and to nurture the needs of individual children.

Cygnets is for children evolving from toddlers into infants and our curriculum has been designed to enable children to become more independent and to actively explore the world around them. We support and encourage all children to take risks in their learning in a safe and supportive environment which will develop resilience and perseverance.



Within Cygnets we follow the Early Years

Foundation Stage Framework (2021). Within this framework there are four guiding principles which shape our practice:

1. Every child is a unique child.
2. Children learn to be strong and independent through positive relationships.
3. Children learn and develop well in enabling environments with adults who respond to their individual interest and needs and help them to build their learning over time.
4. Children develop and learn at different rates.

As a school, we put a strong emphasis on the Prime Areas of Learning; Personal, Social and Emotional Development (including oracy), Communication and Language and Physical Development. We recognise that oracy not only improves academic outcomes, but is a life skill to ensure success beyond school, in life and future employment. Our enabling environment and warm, skilful adult interactions support the children as they begin to link learning to their play and exploration.

Within our Early Years setting, we want all children to become effective learners and therefore provide an engaging curriculum that maximises opportunities for meaningful cross-curricular links and learning experiences, as well as promoting the unique child. High quality play is supported by well organised environments, both inside and outside. This provides a rich, varied and imaginative experience for our children within Cygnets.

Implementation

Through our child centred environment and adult led planned learning, children are encouraged to develop independence through investigation and exploration. Our curriculum is topic-based which covers the seven areas of learning. Each topic includes a selection of high-quality texts and is enhanced with a range of exciting and engaging experiences.



Within Cygnets, we want all children to become effective learners through skilful planning and the implementation of the Characteristics of Effective Learning:

1. **Playing and exploring** - children investigate and experience things, and 'have a go.'
2. **Active Learning** - children concentrate and keep on trying if they encounter difficulty and enjoy their achievements.
3. **Creating and thinking critically** -

children have developed their own ideas, make links between ideas, and develop strategies for doing things.



Children learn through a balance of continuous provision, child-initiated activities and adult-directed activities throughout each day both inside and outside the classroom.

Our children are able to independently access resources which enables children to take ownership of their own learning by initiating ideas and making decisions. The adults within the environment facilitate learning through questioning and supporting quality first conversations.

Communication and Language

Within Cygnets, we place a strong emphasis on children's spoken language as we feel that this underpins all seven areas of learning and development. Our Cygnets classroom is a language rich-environment to ensure that we are building on children's language effectively. High quality conversations, reading frequently, engaging children actively in stories and

rhymes are embedding opportunities for children to use new language in a range of contexts and gives all children the opportunity to thrive.

Adults continually model and extend children's language through play which invites children to elaborate and ultimately children become more comfortable using a rich range of vocabulary and language structures.

Reading and Phonics

High quality texts are at the heart of our curriculum and we encourage a love of reading right from the start. We expose children to a range of high-quality texts specifically to develop oracy, vocabulary and comprehension. There is cohesion and consistency with our approach to align with the whole school English curriculum: high quality texts, modelled reading and re-telling opportunities.

Mathematics

Within Cygnets, we ensure that the children are provided with a hands on, practical approach to learning, whilst enabling adults to create a mathematically-rich curriculum.

There are a variety of opportunities to develop children's understanding of number, shape, measure and spatial thinking.



Wider Curriculum

Our wider curriculum is taught through the learning areas; 'Understanding of the world' and 'Expressive Arts and Design'. The activities planned for children are done through enhancing our continuous provision as well as planned, purposeful activities.

We provide enriching activities to explore the world that children live in, to enable them to question and observe things they have seen. We encourage children to talk about their lives and draw on past experiences to celebrate similarities and differences between themselves and others.

Assessment & Observations

At Eynsham Community Primary School we place the individual child at the centre of our planning within Cygnets. Observation and on-going assessment is at the heart of our early years practice. During the first half term staff use their observations and conversations with children to develop a baseline assessment. This identifies each individual's starting points in all

areas so that staff can plan experiences to ensure progress.

All children are screened using WellComm to identify children who are experiencing barriers to speech and language development. This ensures that children with language barriers are supported quickly to support them early in their education journey with us.

We use Tapestry (electronic system) to capture and record our in depth observations of children's learning and experiences in school which inform planning and next steps. Parents will be able to access their child's learning journey from home where you will be able to view observations and contribute from home. This information is then effectively used to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.



Impact

Prior to children starting in our Cygnets classes, staff spend time with parents at settling in sessions to gain an understanding of the whole child. The settling in sessions, which parents attend, help children to feel happy and safe coming into school.

Ongoing observations inform weekly planning and help identify children's next steps. These also aid assessments which are shared with parents in parent teacher meetings and in the end of year report. We use the Development Matters of how children develop and learn which is used as a guide to build on the strengths and meeting the needs of the children within our setting.

As children come to the end of their time in Cygnets, children will be ready for the start of their journey into Ducklings as we will have shaped independent and resilient learners. A carefully thought out transition ensures that children are happy and confident within Ducklings and that staff know the children they are receiving and have a deep understanding of their learning journey and next steps.

Inclusion

Each session within Cygnets focuses on the individual needs of each child. Adults will have

their children in mind when setting up and delivering sessions for all children.

Adults will work closely with parents to ensure that regardless of a child's needs, provision will be in place to ensure progress.

The school SENDCo will be aware of all needs and have an overview of the planned provision and any intervention that is needed in order to help children be successful in Cygnets.

Cultural Capital

As members of the school community it is important the children at Eynsham understand their place within our world and get opportunities to explore the school, Eynsham and the world.

Children will have the opportunity to explore the school grounds, get to know key adults and occupations of people within the local community.

Our curriculum ensures that children have access to these experiences which further deepen their understanding of learning within the Early Years.

Cygnets Curriculum Overview

	Marvellous Me!	Lets Celebrate	Superheros	Let's Explore	Come Outside	All Around the World
Core texts	The Family Book Owl Babies Lulu's First Day Eyes Noes Bellies and Toes	I Love my Birthday Pip & Posy Birthday Party The Christmas Surprise	Ten Little Superheroes I love me! Knock Knock Superhero Were going to the doctors	We're Going on a Bear Hunt Rosie's Walk Where Do Digger's Sleep at Night? Shark in the Park	Jasper's Beanstalk The Hungry Caterpillar Walter's Wonderful Web Sam Plants a Sunflower	Animal Boogie Dear Zoo Sharing a shell What the ladybird heard at the seaside
Nursery rhymes	Head shoulders Knees and toes Do your ears hang low? Twinkle Twinkle Wnd the bobbin up Hokey Cokey	Christmas carols Hot cross buns This little piggy went to market	Pat a cake Pat a cake Ring a ring a roses One potato, two potato Humpty Dumpty Doctor Foster	Wheels on the bus Hickory dickory dock Round and round the garden The grand old duke of York	Theres a worm at the bottom of my garden Hey diddle diddle Mary Mary quite contrary Incy Wincey Spider	There was a man who had a dog Baa Baa black Sheep Old Macdonald had a farm 1,2,3,4,5 once I caught a fish alive Row Row your boat
CLL	<p>I show enjoyment in singing, music and toys that make sounds.</p> <p>I can understand simple instructions like "where is mummy" or "stop"</p> <p>I can copy gestures and words.</p> <p>I can understand single words in context – 'cup', 'milk', 'daddy'.</p> <p>I can use single words during play.</p>	<p>I can start to put 2/3 words together.</p> <p>I can start to say how I am feeling, using words as well as actions.</p> <p>I can listen to and enjoy rhythmic patterns in rhymes and stories.</p> <p>I can begin to ask simple questions - Where's mummy?</p>	<p>I can sometimes focus on an activity of my own choice</p> <p>I can begin to develop a 1:1 conversation</p> <p>I can develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops.</p> <p>I can confidently put 3/4 words together.</p> <p>I can frequently ask questions.</p>	<p>I am beginning to talk about familiar books and talk about main events.</p> <p>I can channel attention and shift to a different task if attention is fully obtained – using the child's name to fully focus.</p> <p>I can use language to share feelings, experiences, and thoughts.</p> <p>I can develop understanding of simple</p>	<p>I can talk about familiar books with increasing attention and recall.</p> <p>I can understand the use of objects. – What do we use to cut?</p> <p>I can use a wider range of vocabulary based on their own experiences.</p> <p>I can begin to understand more complex sentences, e.g., put your toys and sit on the carpet.</p>	<p>I can understand and act on longer sentences like make teddy jump or find your coat.</p> <p>I can understand and use simple questions about 'who', 'what' and 'where'</p> <p>I can listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>I can identify familiar objects and properties for practitioners when they are described. For</p>

			I can identify action words by following simple instructions e.g., show me jumping	concepts, fast/slow good/bad.		example: 'Joe's coat', 'blue car', 'shiny apple'
Key vocab (explicit)	Happy, sad, family(mum, dad, brother, sister) nursery, new, body parts (shoulders, eyes, toes)	Jesus, birthday, celebrate, special, party, invite, present, card, wrapping	unique, special, vet, doctor, dentist, emergency, thank you, super, amazing	Map, adventure, investigate, walk, crawl, move, directions, prepositional language	Grow, lifecycle, seed, stem, leaf, roots, minibeast, cocoon, butterfly, caterpillar	sea, ocean, squid, coral, beach, rockpool, limpet, animal names, jungle, leaves, trees, waterhole
PSED	<p>I can separate from the main carer and begin to adapt to the new school environment.</p> <p>I can be comforted by known adults at nursery.</p> <p>I can start to understand that I can ask adults for help.</p> <p>I am beginning to be able to find ways of managing transitions smoothly, for example from parent to key person.</p> <p>I can begin to show a desire to be independent to access the nursery environment.</p>	<p>I can develop play with other children.</p> <p>I can feel confident when in new situations and enjoy exploring new places with their key person.</p> <p>I can play with increasing confidence on my own and with other children.</p> <p>I can develop my awareness of needs e.g. needing changing.</p>	<p>I can develop play with other children.</p> <p>I can show 'effortful control' establishing my autonomy.</p> <p>I can begin to know and understand the rules: for example, 'kind hands',</p> <p>I can express a range of emotions.</p> <p>I can start to use the toilet with support.</p>	<p>I can notice differences and similarities between myself and others.</p> <p>I can show a sense of autonomy through asserting ideas and preferences and making choices and decisions</p> <p>I can begin to show a growing ability to distract myself when upset, e.g. by engaging in a new play activity.</p> <p>I can start to use the toilet with support.</p>	<p>I can show 'effortful control'. For example, waiting for a turn and resisting the strong impulses to grab or push.</p> <p>I can express my own preferences and interests.</p> <p>I can seek comfort from familiar adults when needed.</p> <p>I can use the toilet with support.</p>	<p>I can enjoy playing with a range of other children and want to play with others.</p> <p>I can talk about my feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</p> <p>I am developing independence to try to do things by myself.</p> <p>I can use the toilet independently.</p> <p>I can put on my own coat.</p>

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	<p>I can begin to run on different surfaces.</p> <p>I can jump forward.</p> <p>I can sit up from lying down, stand up from sitting and squats with steadiness.</p> <p>I can sit comfortably on a chair with both feet on the ground.</p> <p>I can climb up and down stairs by placing both feet on each step while holding a handrail and adult for support.</p> <p>I can move around safely with some awareness of others and some degree of control.</p>	<p>I can begin to run on different surfaces.</p> <p>I can begin to show a preference for a dominant hand when throwing.</p> <p>I can begin to understand and choose different ways of moving.</p> <p>I can move in response to music, or rhythms played on instruments.</p> <p>I can experiment with a wide range of small equipment using my hands and fingers.</p>	<p>I can move with control and coordination.</p> <p>I can move around safely with some awareness of others.</p> <p>I can perform a single skill or movement with control.</p> <p>I can discuss some of the changes that occur during exercise.</p> <p>I can show an increasing desire to be independent..</p> <p>I can move in response to music.</p> <p>I am beginning to understand and choose different ways of moving</p> <p>I can climb up and down stairs by placing both feet on each step while holding a handrail for support</p> <p>I can mark make (spontaneous scribbles, vertical, horizontal lines and circles).</p>	<p>I can throw a ball with increasing force.</p> <p>I can begin to show a preference for a dominant hand</p> <p>I can catch a large ball and use my chest to trap it.</p> <p>I can jump forward.</p> <p>I can use wheeled toys with increasing skill.</p> <p>I can show increasing control in holding, using and manipulating a range of tools and objects.</p> <p>I can make connections between movements and marks.</p>	<p>I can kick a ball with either foot.</p> <p>I can begin to show a preference for a dominant hand and/or leg/ foot.</p> <p>I can use wheeled toys with increasing skill.</p> <p>I can show increasing control in holding, using and manipulating a range of tools and objects.</p> <p>I can hold mark-making tools with my thumb and all fingers.</p>	<p>I can combine different movements with ease.</p> <p>I can skip, hop, stand on one leg and hold a pose.</p> <p>I can experiment with a wide range of small equipment using hands and fingers.</p> <p>I can confidently and safely use a range of large and small equipment.</p> <p>I can use fine motor skills so that they can use a range of tools competently, safely, and confidently</p>