



Curriculum Handbook
Early Years Foundation Stage
Ducklings

Curriculum Statement

Intent

At Eynsham Community Primary School our Early Years curriculum within Ducklings (3-4 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 preschool. We aim to ensure each individual child reaches their full potential from their starting points and to nurture the needs of individual children.

Ducklings 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 Ducklings 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. Throughout a child's time in Early Years they cover the same topic, this allows for skills and knowledge to be increased at an age appropriate level.



Within Ducklings 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 both inside and outside of the classroom. This 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 Ducklings we place a strong emphasis on children's spoken language as we feel that this underpins all seven areas of learning and development. Our Ducklings 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, support and question

children 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 and dedicated phonics time.

We follow Rocket Phonics First Steps which is a DfE validated SSP programme and is aligned to Letters and Sounds. It is designed to ensure children develop the skills they need to start their reading journey, through focus on oral communication and phonemic awareness.

The programme introduces letter-sounds in the order of natural speech development and expands vocabulary using flashcards and immersive big books. Rocket Phonics First Steps aims to build confidence and enjoyment through the use of nursery rhymes and child-centred games and activities.



Mathematics

Within Ducklings, we follow White Rose Nursery maths scheme which embeds early mathematical skills, thinking and mathematical vocabulary. White Rose ensures that the children are provided with a hands on, practical approach to learning, whilst enabling adults to create a mathematically-rich curriculum.

The White Rose Nursery scheme revisits key mathematical concepts and develops them over the course of a child's time in Ducklings. There are a variety of opportunities to develop children's understanding of number, shape, measure and spatial thinking.

Each concept taught is developed slowly over the course of a child's time in Ducklings, which enables children to gain a deeper understanding. The maths skills are embedded through both adult-led learning and continuous provision activities both inside and outside the curriculum.

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.



We also encourage our children to explore the natural environment around them. The children have Forest School experience throughout their time in foundation. This develops independence, self esteem and confidence whilst children are problem solving and risk taking within a safe environment.

Assessment & Observations

At Eynsham Community Primary School we place the individual child at the centre of our planning within Ducklings. Observation and ongoing 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 Ducklings classes, staff spend time speaking to the child's parents and previous settings to gain an understanding of the whole child. Transition involves staff visiting various nursery settings or home visits along with the children visiting their new classrooms. This helps children to feel happy and safe coming into school.



Ongoing observations inform weekly planning and help identify children's next steps. 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. These also aid assessments which are shared with parents in parent teacher meetings and in the end of year report. Our Ducklings room lead meets with our Foundation Stage teachers to share information about each child.

As children come to the end of their time in Ducklings, children will be ready for the start of their journey into reception as we will have shaped independent and resilient learners. A carefully thought out transition ensures that children are happy and confident within our reception classes 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 Ducklings focuses on the individual needs of each child. Adults will have their children in mind when setting up and delivering sessions for the 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 schools 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 Ducklings.



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.

Ducklings Curriculum Overview

Area of Learning	Term 1 Marvelous Me Ducklings.docx	Term 2 Let's Celebrate! Ducklings.docx	Term 3 Superheros Ducklings.docx	Term 4 Lets explore Ducklings.docx	Term 5 Come Outside Ducklings.docx	Term 6 All Around the World Ducklings.docx
Core texts						
Trips and experience	Settling stay and play	Walk to postbox to post a letter Stay and play session	Visits from: Local PCSO Fire Service	A local walk	Growing Vegetables Minibeast home making Visit from minibeasts	Visit to the park

<p style="text-align: center;">Communication and Language</p>	<p>I can listen to short stories in a small group.</p> <p>I can understand and follow a range of simple instructions.</p> <p>I can start to develop a conversation.</p> <p>I can use sentences that link four words together.</p> <p>I can use pronouns and prepositions.</p> <p>I can begin to describe feelings, using words as well as actions.</p> <p>Vocabulary explicitly taught: Angry, worried, exciting, fantastic, brilliant, bones, skull, skeleton</p>	<p>I can enjoy listening to longer stories and can remember much of what happens.</p> <p>I can join in with simple rhymes.</p> <p>I can understand and follow simple instructions.</p> <p>I can ask questions.</p> <p>Vocabulary explicitly taught this topic: celebration, Jesus Christ, Diwali, diva, festival, gunpowder, bonfire,</p>	<p>I can listen to short stories, in a small group.</p> <p>I can understand a range of simple instructions.</p> <p>I am able to develop a conversation.</p> <p>I can consistently use sentences that link four words together.</p> <p>I can use pronouns and prepositions.</p> <p>I can begin to say how I am feeling, using words as well as actions.</p> <p>Vocabulary explicitly taught this topic: special, different, family, teacher, dentist, teeth, decay, toothbrush, firefighter, police officer, doctor, ambulance, help, thank you</p>	<p>I can use a wider range of vocabulary.</p> <p>I can use longer sentences of five to six words.</p> <p>I can take part in a conversation with an adult or a friend.</p> <p>Vocabulary explicitly taught this topic: Train, car, lorry, digger, boat, aeroplane, tractor, rocket, submarine, fire engine, bike, old, new, place, country, map, house, church, shop</p>	<p>I can start a conversation with an adult or a friend and continue it for many turns.</p> <p>I can sit to listen to stories and can remember much of what happens.</p> <p>Vocabulary explicitly taught this topic: litter, caterpillar, chrysalis, butterfly, egg, minibeasts (spiders, snails, woodlice, worms, millipedes, centipedes), healthy food, fruit, vegetables</p>	<p>I can use sentences of six words, including conjunctions.</p> <p>I can understand a question or instruction that has two parts.</p> <p>Vocabulary explicitly taught this topic: land, sea, air, habitat, globe, travel, swordfish, jelly fish, octopus,</p>
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<p style="text-align: center;">Personal, Social and Emotional</p>	<p>I can develop confidence and independence within the environment.</p> <p>I can develop confidence to seek help when needed.</p> <p>I can on my own coat, support to do up the zip.</p> <p>I can begin to play and interact with other children and adults.</p> <p>I can name parts of the body.</p>	<p>I can select activities and resources, asking for help when needed.</p> <p>I am aware of classroom routines and expectations i.e. lining up, where to put their coat, tidy up time.</p> <p>I am increasingly using the toilet with more independence.</p> <p>I can wash my hands independently.</p>	<p>I can increasingly follow class rules and expectations.</p> <p>I can take part with others in pretend play.</p> <p>I can take turns and share, sometimes with adult support.</p>	<p>I can talk about my feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>I can use the toilet, mostly independently, and wash my hands.</p> <p>I can play with one or more children, extending and elaborating play ideas.</p>	<p>I can play with one or more other children, extending and elaborating play ideas.</p> <p>I can label feelings, thinking about how each feels on the inside and looks on the outside.</p>	<p>I can talk about my feelings in simple terms, using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>I can begin to understand how others might be feeling.</p> <p>I can reliably use the toilet independently.</p>
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<p style="text-align: center;">Physical Development</p>	<p>I can run confidently and safely.</p> <p>I can catch a large ball.</p> <p>I can start to show balance and climb with more independence.</p> <p>I can begin to show control while manipulating - moulding playdough, using a paintbrush, making marks on paper.</p> <p>I can mark make and make purposeful marks on paper.</p>	<p>I can develop movement skills when balancing and riding.</p> <p>I can walk up steps using alternate feet.</p> <p>I can stand on one leg and hold a pose.</p> <p>I can use scissors in one hand, making snips.</p> <p>I can hold pencils and pens in fingers when making marks.</p>	<p>I can run confidently and safely.</p> <p>I can catch a large ball.</p> <p>I can balance and climb up and down with more independence.</p> <p>I can begin to show manipulation and control - moulding playdough, using a paintbrush, making marks on paper.</p> <p>I can mark making and make purposeful marks on paper.</p> <p>I can respond to a signal.</p>	<p>I can start to use small equipment like balls and beanbags.</p> <p>I am developing a preference for a dominant hand.</p> <p>I am developing a tripod grip, further developing control when holding pens and pencils.</p>	<p>I can practise holding a pencil in a tripod grasp, more comfortably.</p> <p>I can use one-handed tools, such as playdough rollers, paint brushes and scissors.</p>	<p>I can follow rules of simple group games and work with others.</p> <p>I can practise for sports day races</p> <p>I can hold a pencil in a comfortable tripod grasp.</p> <p>I can use one-handed tools, such as playdough rollers, paint brushes and scissors.</p> <p>I can move in lots of different ways and showing different balances.</p> <p>I can use skills with a ball - throwing, catching, bouncing and kicking.</p> <p>I can balance when negotiating equipment and other people</p>
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<p style="text-align: center;">Literacy Development</p>	<p>I can share books and repeat words and phrases from familiar stories</p> <p>I can join in with singing songs..</p> <p>I can start to notice the first letter of my name.</p> <p>I can begin to mark make.</p> <p>I can begin to say, recognise initial sounds m, p, b, n, t, d</p>	<p>I can ask questions about a book.</p> <p>I enjoy drawing freely, making some recognisable shapes and pictures.</p> <p>I can enjoy sharing books in a small group.</p> <p>I can begin to say, recognise initial sounds w, h, c, k, g, f, s</p>	<p>I can independently look at books, turning the pages carefully.</p> <p>I can spot and suggest rhymes</p> <p>I can recognise my own name.</p> <p>I can spot rhyming words.</p> <p>I can begin to say, recognise initial sounds a, i, e, o, i, ai,</p> <p>I can orally blend some simple CVC words.</p> <p>I can orally segment some CVC words</p> <p>I can orally hear initial sounds in words.</p>	<p>I can listen to a story in a group and comment on the events or characters.</p> <p>I am starting to copy some or all of my name.</p> <p>I can begin to add marks to my drawings, which they give meaning to. For example: 'That says mummy.'</p> <p>I can begin to say, recognise initial sounds z, r, j, th, qu, x</p> <p>I can orally blend some simple CVC words.</p> <p>I can orally segment some CVC words</p> <p>I can orally hear initial sounds in words.</p>	<p>I can listen to stories in a group and can retell a simple story using visual clues, e.g. talking through a familiar book.</p> <p>I can join in with a range of familiar rhymes and songs..</p> <p>I can begin to say, recognise initial sounds a, i, e, o, u, ai</p> <p>I can orally blend some simple CVC words.</p> <p>I can orally segment some CVC words</p> <p>I can orally hear initial sounds in words.</p>	<p>I can write some or all of their first name</p> <p>I can spot rhyming words</p> <p>I can begin to say, recognise initial sounds ee, igh, oa, or, oo, oo</p> <p>I can orally blend some simple CVC words.</p> <p>I can orally segment some CVC words</p> <p>I can orally hear initial sounds in words.</p>
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<p style="text-align: center;">Maths Development</p>	<p>I can start to join in with counting songs using actions.</p> <p>I can recite numbers (in order) 1, 2, 3..</p> <p>I can name and match colours.</p> <p>I can sort objects by colour, size or type.</p> <p>I can notice patterns, for example - stripes on clothes, designs on rugs and wallpaper.</p> <p>I can start to create simple patterns, with support.</p> <p>I can compare amounts.</p>	<p>I can explore and play with 2D shapes.</p> <p>I can start to use simple language of position.</p> <p>I can show and see 1, 2, 3.</p> <p>I can copy a sequence of 1, 2, 3.</p> <p>I can start to join in with counting songs using actions.</p> <p>I can arrange blocks in a chosen position.</p>	<p>I can say number names in order.</p> <p>I can put shapes and blocks into a position.</p> <p>I can join in with a started repeat.</p> <p>I can select shapes for a reason.</p> <p>I can look at a set of dots and start to subitise.</p>	<p>I can make collections and compare.</p> <p>I can use the language more and fewer when I compare.</p> <p>I can lead repeats, creating my own.</p> <p>I can explore and describe shapes and objects.</p>	<p>I can say what happens next in a repeat.</p> <p>I can make line patterns with my own sequence.</p> <p>I can point out 1, 2, 3.</p> <p>I can show 5 using a variety of resources e.g. fingers.</p>	<p>I can make my own pattern, with my own arrangements.</p> <p>I can count forwards and backwards, saying the correct number names.</p> <p>I can collect and sort objects for a given purpose.</p>
<p style="text-align: center;">Understanding of the World</p>	<p>With support, I can talk about members of my family.</p> <p>I can notice differences and can comment on this (using photos/videos)</p> <p>I can name and label different parts of the body</p>	<p>I can talk about my family and recent events.</p> <p>I can begin to understand that people celebrate different things/in different ways.</p> <p>I can develop my understanding that people celebrate different things</p>	<p>I can begin to talk about members in my family.</p> <p>I can notice differences and begin to comment on these.</p> <p>I can start to identify and notice different occupations.</p>	<p>I can talk about the place where I live or a journey to Nursery e.g. landmarks, things they notice.</p>	<p>I can talk about the world around me, including the minibeasts they find.</p> <p>I can talk about the life-cycle of a butterfly.</p> <p>I can use my senses to explore the natural world and talk about the things that are noticed.</p>	<p>I can talk about different animals and know which can be found in this country.</p> <p>I can talk about the world around me.</p> <p>I can talk about places that are familiar.</p>

Expressive Arts and Design	<p>I can join in with songs</p> <p>I can explore the sounds different musical instruments can make.</p> <p>I can explore paint using fingers as well other tools.</p> <p>I can explore sticking using various materials.</p> <p>I can explore different sensory materials, using all their senses.</p> <p>I can make simple models using various construction materials.</p> <p>I can create role play, often based on familiar experiences, e.g. making dinner.</p>	<p>I can explore different materials freely, making decisions about what to make.</p> <p>I can sing my favourite nursery rhymes.</p> <p>I can join in singing Christmas songs.</p> <p>I can create role play, often based on familiar experiences, e.g. making dinner.</p>	<p>I can join in with songs.</p> <p>I can explore the sounds different musical instruments can make.</p> <p>I can use objects as representations in pretend play.</p> <p>I can explore paint using tools.</p> <p>I can explore sticking using various materials.</p> <p>I can explore different sensory materials, using all their senses to investigate them.</p> <p>I can make simple models using various construction materials.</p>	<p>I can start to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc</p> <p>I can join in with singing, expanding their repertoire of songs.</p> <p>I can explore 3D sculpture through playdough, clay and plasticine.</p>	<p>I can add more details into their pictures.</p> <p>I can join in singing familiar songs.</p> <p>I can use role play and small world resources, sometimes playing with others to develop storylines.</p>	<p>I can join in singing familiar songs.</p> <p>I can explore sticking and layering.</p> <p>I can explore colour and colour mixing.</p>
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