



Curriculum Handbook  
Early Years Foundation Stage  
Robins and Kingfishers

# Curriculum Statement

## Intent

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

Our curriculum has been designed to enable children to actively explore the world around them and to promote independence. We support and encourage all children to take risks in their learning in a safe and supportive environment which will develop resilience and perseverance.



At Eynsham Community Primary School 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 through skillfully and int

## 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 our Early Years setting 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 develop 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. Small focussed group activities allow adults to systematically check for understanding, identify and respond to misconceptions quickly.

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.

### 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 which is a DfE validated SSP programme and is aligned to Letters and Sounds. It is designed to help every child to keep up, and not catch-up, through the use of steady pace and progression, whole-class teaching and consistent daily phonics practice. Rocket Phonics introduces common exception words gradually throughout the programme. Children are given reading books which match their phonic knowledge to help aid progression as well as promoting a love of

reading.



### Mathematics

In reception, we follow the NCTEM Mastering Early Number which ensures all children develop firm mathematical foundations in an engaging way. The six key areas of early mathematical learning which are covered with our foundation stage and underpin children's progress through their maths learning at school are covered within their reception year. These are: Cardinality and counting, comparison, composition, pattern, shape and space and measures. These are covered within our daily maths sessions and are secure firm foundations in the development of good number sense for all children.

### 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 in the Early Years.

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. We use the

RBA (Statutory Reception Baseline Assessment) which focuses on Language, Communication and Literacy and also Mathematics.

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 reception 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 preschool 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. These also aid assessments which are shared with parents in parent teacher meetings and in the end of year report. The reception teachers will meet with the year 1 teachers to share information about each child.

As part of our ongoing assessment process, the judgements made by reception teachers are moderated with other schools within the EPA. This ensures that judgements are accurate and consistent.

Although we aim for all of our children to achieve GLD, we provide learning opportunities for those children who exceed expectations in any of the areas through an ambitious and balanced curriculum.

At the end of the Foundation stage, children will be ready for Key Stage one, respectful of themselves and others and responsible for their learning journey.



## Inclusion

Each session within the Foundation Stage will have a focus on the individual needs of each child. Teachers 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 reception.

## 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.

# Progression of Skills

## Foundation Stage Curriculum Overview

Area of Learning	Term 1 <u>Marvellous Me!</u>	Term 2 <u>Lets Celebrate</u>	Term 3 <u>Superheros</u>	Term 4 <u>Let's Explore</u>	Term 5 <u>Come Outside</u>	Term 6 <u>All Around the World</u>
Core texts						
Trips and experience	Cogges Farm	A Local Walk Stay and Play Session	Visits from: Local PCSO Fire Service Parents coming into school to talk about their jobs	A trip to a 'Big City'.	Growing Vegetables Planting seeds Eggs/Chicks Adventure centre	Stay and Play Session

<p>Communication and Language</p>	<p>I can listen to stories and recall the main events</p> <p>I can take part in discussions, asking and answering questions, including 'why' questions.</p> <p>I can use talk in play and can start a conversation with a familiar other (adult or a friend) and continue it for many turns.</p> <p>I can use sentences of six words, including some conjunctions.</p> <p>Vocabulary explicitly taught: Unique, special, different, growing, changing, healthy, body parts, skill/talent</p>	<p>I can listen carefully to a story, discussing what's been read (i.e. key points from story, characters etc).</p> <p>I can respond to a series of instructions and respond to a range of questions.</p> <p>I can contribute relevant comments in a group.</p> <p>I can communicate needs, news, feelings and ideas.</p> <p>I can use new vocabulary.</p> <p>Vocabulary explicitly taught this topic: celebration, Diwali, festival, season, Winter, daylight, ice, frost, snow, hibernation, migration, Christian, Jesus, celebrate</p>	<p>I can join in with discussions, contributing relevant comments and questions.</p> <p>I can listen in a larger group and recall some of the themes and comments at a later stage.</p> <p>I can contribute and hold conversations and discussions and use new vocabulary in context.</p> <p>Vocabulary explicitly taught this topic: unique, skill/talent, family, vet, librarian, dentist, teeth, decay, toothbrush, emergency, thank you</p>	<p>I can use a wide 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: transport, vehicle, past, present, compare, country, map, building, landmark, London, tube, monarchy</p>	<p>I can listen to and retell familiar stories in a group.</p> <p>I can listen attentively to conversations and respond to what I hear with relevant questions or comments.</p> <p>I can begin to offer my own ideas into conversations.</p> <p>Vocabulary explicitly taught this topic: Life cycle, seed, seedling, roots, egg, habitat, healthy diet, minibeast, insect, pollution, protect.</p>	<p>I can express my ideas and feelings about my experiences using full sentences, including use of tenses and conjunctions.</p> <p>I can hold conversations that continue back-and-forth for many exchanges.</p> <p>Vocabulary explicitly taught this topic: country, continent, ocean, Atlas, compass, journey, direction, environment, landmark, adventure</p>
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<p style="text-align: center;">Personal, Social and Emotional</p>	<p>I can make new friends, take turns and share.</p> <p>I can focus attention for short periods of time.</p> <p>I can share news and my ideas.</p> <p>I can talk about feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>I can understand how others might be feeling.</p>	<p>I can show high levels of engagement.</p> <p>I can identify a wider range of feelings, e.g. scared, excited, angry, frustrated, nervous, worried and joyful.</p> <p>I can begin to keep trying if something is difficult or challenging.</p> <p>I can make independent choices and am confident to try new things.</p> <p>I can respond appropriately when another child is upset.</p> <p>I interact with a variety of children and have built good relationships with adults and children.</p>	<p>I can label and talk about my own and others' emotions.</p> <p>I can follow school and class rules and can talk about their importance.</p> <p>I can cooperate with others, listening and sharing ideas.</p> <p>I can listen and follow advice about how to solve disagreements.</p>	<p>I can tackle new challenges and with encouragement will keep going.</p> <p>I can complete set challenges/tasks independently.</p> <p>I can talk about ways that skills can be improved and to demonstrate pride in achievements.</p> <p>I can use words to solve conflicts.</p> <p>I can take turns in group activities.</p> <p>I can identify how others feel and respond appropriately.</p>	<p>I can work and play cooperatively, taking turns with others.</p> <p>I can manage my own basic hygiene and personal needs, including dressing and going to the toilet.</p> <p>I can understand the importance of healthy food choices.</p>	<p>I can show an understanding of my own feelings and those of others, and regulate my behaviour accordingly.</p> <p>I am confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>I can explain the reasons for rules, know right from wrong and try to behave accordingly</p>
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<p style="text-align: center;">Physical Development</p>	<p>I can move in a variety of ways.</p> <p>I can move around with good coordination and balance.</p> <p>I can pedal a bike or scooter.</p> <p>I can use a variety of tools (spades, brooms, scissors) for their purpose.</p> <p>I can use drawing equipment</p>	<p>I can use a range of ways to move appropriately e.g. jumping, hopping, sliding.</p> <p>I can climb over, under and through obstacles.</p> <p>I can use pens and pencils with increasing control..</p> <p>I can consistently use a tripod grip.</p> <p>I can use scissors to cut along curved lines, holding scissors correctly.</p> <p>I can manipulate clay/dough using a range of tools.</p>	<p>I can balance on and off equipment.</p> <p>I can jump safely from a piece of equipment</p> <p>I can use scissors with control to cut with increasing accuracy to cut around more complex shapes.</p> <p>I can use pens and pencils with increasing control and skill.</p>	<p>I can throw a ball.</p> <p>I can hit a ball with a bat.</p> <p>I can use scissors with control to cut with increasing accuracy to cut around more complex shapes.</p> <p>I can use pens and pencils effectively to write and draw.</p>	<p>I can use a range of small tools with skill, including scissors.</p> <p>I can draw and write with accuracy and care.</p>	<p>I can follow rules of simple group games and work with others.</p> <p>I can manage space successfully, alongside others.</p> <p>I can practise for sports day races</p> <p>I can move in a variety of ways such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>I can demonstrate coordination, strength and balance.</p> <p>I can use a range of small tools with skill, including scissors.</p> <p>I can draw and write with accuracy and care.</p>
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<p>Literacy Development</p>	<p>I can listen to a story in a group.</p> <p>I can spots rhyming words, claps syllables, can orally blend CVC words, orally segment CVC words and orally hears initial sounds in words.</p> <p>I can hold the pencil in a tripod grasp and develop control to draw recognisable pictures.</p> <p>I can write their own name correctly, holding a pencil in a tripod grasp.</p> <p>I can say, recognise and write initial sounds (pink) s, a, t, i, p, n, m, d, g, o, c, k</p> <p>I can start to recognise and write common exception words I the go to no into</p>	<p>I can join in with a discussion about stories they have just listened to.</p> <p>I can say, recognise and write initial sounds (pink) ck, e, u, r, h, b, f, ff, l, ll, ss</p> <p>I can blend sounds to read a simple CVC word.</p> <p>I can start to recognise and write common exception words I the go to no into</p>	<p>I can answer questions about stories they have listened to.</p> <p>I can identify non-fiction texts, remembering facts.</p> <p>I can say, recognise and write initial sounds and some diagraphs (red) j, v, w, x, y, z, zz, qu</p> <p>I can start to recognise and write common exception words he she we me be was my you her they all are</p> <p>I can confidently read CVC words.</p> <p>I can write recognisable letters, practising correct formation.</p> <p>I can write CVC words and labels, using phonic knowledge.</p> <p>I am starting to use finger spaces between words.</p>	<p>I can identify non-fiction texts and their features, remembering facts.</p> <p>I can confidently read CVC words.</p> <p>I can read a simple sentence using my phonic knowledge.</p> <p>I can say, recognise and write diagraphs (red) ch, sh, th, ng, ai, ee, igh, oa, oo, oo</p> <p>I can start to recognise and write common exception words he she we me be was my you her they all are</p> <p>I can write CVC words, labels and captions, using phonic knowledge.</p> <p>I can use finger spacing between words with some consistency.</p>	<p>I can answer questions about stories they have listened to.</p> <p>I have a good understanding of story structure and can retell and make up my own stories using vocabulary that has been learnt.</p> <p>I can say, recognise and write diagraphs (Yellow) ar, or, ur, ow, oi ear, air, ure, er</p> <p>I can start to recognise and write common exception words some one said come do so were when have there out like little what</p> <p>I can read and write sentences in line with their phonic knowledge, including some common exception words.</p> <p>I can read my writing back to an adult.</p> <p>I can write some upper case letters at the start of a sentence and finish</p>	<p>I can demonstrate understanding of what has been read by retelling stories.</p> <p>I can describe facts in my own words and use recently introduced vocabulary.</p> <p>I can write simple phrases and sentences that can be read by myself and others.</p> <p>I can read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.</p> <p>I can say, recognise and write diagraphs and split diagraphs (Blue) wh, ph, /ai/ ay a-e a, /ee/ e-e ie ea</p> <p>I can start to recognise and write common exception words some one said come do so were when have there out like little what</p>
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					my sentence with a full stop.	
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<p>Maths Development</p>	<p>I can recite number names in order beyond ten.</p> <p>Show good understanding of basic counting principles (e.g. 1-1 correspondence, knows that the amount stays the same however objects are arranged, knows the final number in the count represents how many there are).</p> <p>I can subitise to 3.</p> <p>I can compare amounts using the language of 'more' and 'fewer'.</p> <p>I can read numerals to 5 and matches to an amount.</p> <p>I can order numbers to 5.</p> <p>I can recognise a repeated pattern and create patterns and arrangements.</p> <p>I can compare mass and capacity.</p>	<p>I can subitise to 5.</p> <p>I can recognise numbers to 5, put them in order.</p> <p>I can write numerals to 5.</p> <p>I can start to identify the different ways that amounts of 5 can be made.</p> <p>I can count objects accurately to 10, showing understanding of counting principles.</p> <p>I can name 2D shapes (circle, square, rectangle, triangle) and talk about their properties.</p>	<p>I can compare sets and use language of comparison: more than, fewer than, an equal number to.</p> <p>I can make unequal sets equal.</p> <p>I have a developing sense of numbers to 10, looking at staircase models (each number being one more) and five and a bit models.</p> <p>I can write numerals to 10.</p> <p>I can use mathematical language to compare and talk about size.</p>	<p>I can confidently talk about the different ways that numbers can be made to 5 and starting to apply to numbers to 10.</p> <p>I can recall double facts to 5.</p> <p>I can verbally count to 20.</p> <p>I can recognise the pattern of the counting system to help count beyond 20.</p> <p>I can recognise patterns within numbers (e.g. odd, even, odd, even).</p> <p>I can use mathematical language to compare and talk about shape.</p>	<p>I can accurately count larger sets and things that cannot be seen.</p> <p>I can continually develop confidence in exploring the composition of numbers to 10, knowing some numbers that go together to make 10.</p> <p>I can use mathematical language to compare and talk about shape, space and position.</p>	<p>I have a deep understanding of numbers to 10, including the composition of each number.</p> <p>I can use a range of mathematical language to describe and compare size, shape, length, weight and position.</p> <p>I can explore patterns within numbers up to 10, including events and odds, double facts and how quantities can be distributed equally.</p> <p>I can automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>I can begin to explore numbers to 20, using tens frames.</p>
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<p style="text-align: center;">Understanding of the World</p>	<p>I can describe self in positive terms, including physical characteristics, likes/preferences and skills/talents.</p> <p>I can identify differences between people.</p> <p>I can identify people who live with me.</p> <p>I can talk about the past, recognising the difference between self now and as a baby and describing an experience from the past.</p> <p>I can identify and explore seasonal changes outdoors.</p>	<p>I can talk about the celebrations of Christmas, Advent and Diwali and can identify how they are celebrated.</p>	<p>I can talk about significant historical events and how things were different in the past.</p> <p>I have a wider understanding of the wider world.</p> <p>I can draw comparisons between my own local environment and other places.</p> <p>I can find out about real life superheroes in the local community.</p>	<p>I can talk about significant historical events and how things were different in the past.</p> <p>I can describe a journey within the local environment.</p> <p>I have a wider understanding of the wider world, starting to draw comparisons between my own local environment and other places.</p> <p>I can look at and makes maps.</p>	<p>I can describe the life cycle of a chick.</p> <p>I can name and observe creatures I find.</p> <p>I can consider how we can care for our natural world, discussing litter and recycling.</p> <p>I can plant and care for our vegetable garden.</p> <p>I can identify what plants need to grow.</p> <p>I can name and draw the plants and animals found, making detailed observations.</p> <p>I can name parts of a flower, parts of a tree.</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 and the people and places that are familiar.</p> <p>I can understand and use some language related to animals, e.g. camouflage, predator, nocturnal, diurnal, hibernation, habitat, mammal, bird, reptile.</p> <p>I can use and make maps.</p>
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<p style="text-align: center;">Expressive Arts and Design</p>	<p>I can draw with increasing complexity and detail.</p> <p>I can join in singing familiar songs and topical songs.</p> <p>I can enjoy exploring the different sounds using our voice, body and musical instruments - Kapow: "Exploring Sound"</p> <p>I can play imaginatively within role play and small worlds.</p>	<p>I can make choices about the resources needed and talk about my creations.</p> <p>I can sing familiar songs and move in response to music.</p> <p>Kapow - "Celebration Music".</p> <p>I can join in with Christmas songs to perform.</p> <p>I can play alongside others to develop storylines in role play and small worlds.</p>	<p>I can use the collage technique, combining materials to create different effects/colours/textures.</p> <p>I can begin to plan a design before starting.</p> <p>I can use a range of tools and equipment and select the most appropriate tool or joining material for the job.</p> <p>I can be imaginative within role play and small worlds.</p>	<p>I can explore different instruments and how to play them effectively.</p> <p>Starting to use instruments to compose own music.</p> <p>Kapow - "Transport"</p> <p>I can collect resources to develop my own role play storylines.</p>	<p>I can use voice and instruments to create musical stories - Kapow "Musical Stories"</p> <p>I can act out familiar stories using story language.</p>	<p>I can share my creations, explaining the process I have used.</p> <p>I can invent, adapt and recount narratives and stories with peers and my teacher</p>
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