



EYFS Curriculum Map

Our whole school aim:

"At Westlea Primary School we learn together to achieve success for all, based on high expectations and equality of access for all. We nurture the growth of the whole child – academically, artistically, socially, emotionally, morally and physically – celebrating all achievements in a safe, caring, inclusive and creative environment. The whole team works together to bring learning 'alive' and extend pupil experiences so that they are well prepared for the next steps in their education."

Our EY curriculum is tailored to suit the needs of our children and is therefore unique to Westlea Primary School. Our ambitious and progressive curriculum has been created with a top-down approach – starting with what the children need to be achieving to successfully start their new year group or key stage.

Our EYFS Curriculum and *Planning in the Moment* pedagogy are rooted in our strong belief that children learn best when they are interested, curious and deeply engaged. At this age and stage of development this is best achieved through *play*. Our curriculum and provision intend to develop learners who are happy, independent, knowledgeable, confident, enthusiastic and enjoy coming to school.

Our EY curriculum has been designed to reflect the nature of our wonderful environment, the seasons of (and celebrations throughout) the year and the nature around our school. It intends to teach the children about our local area and history and how their environment compares to other places, cultures, and nature in other parts of the world. We are lucky enough to have two members of staff, (one in EY), who have completed Level 2 Forest School training and we have our own Westlea Woodland accessed from our EY garden. We also take part in many special events and activity-days to enrich our curriculum, e.g., sports festivals. Our unique Activity Passport system enables children to take part in a range of visits and experiences, many celebrating our local area, and to practise key skills.

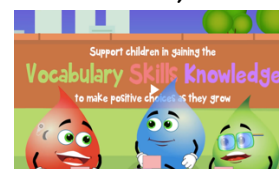
	Autumn	Spring	Summer
<p style="text-align: center;">➡ <i>Characteristics of Effective Learning</i> ➡</p> <p><i>In the Moment Planning</i> ➡ <i>Free-flow indoors/out</i> ➡ Sustained uninterrupted play ➡ Forest School</p>			
Seasons	Children explore and investigate the changing seasons & weather through our <i>continuous provision, free-flow indoors and out</i> policy and Forest School . Understanding and celebration of the seasons will also be supplemented with stories, songs and rhymes.		
Celebrations/ Key dates/ Events	<ul style="list-style-type: none"> *Settling into school *Halloween *Harvest *Bonfire Night *Remembrance * Nursery Rhymes Week *Christmas 	<ul style="list-style-type: none"> * February National Children's Dental Health Month * Easter *Mother's Day * 20th March World Oral Health Day 	<ul style="list-style-type: none"> * Father's Day * Miner's Gala * Celebrating our achievements through the year - assemblies/sports day/end of year celebrations.
Parental Involvement & Enrichment Opportunities	<ul style="list-style-type: none"> * Induction * Parents Evening *Harvest festival * Visit to cenotaph (<i>reception</i>) * Christmas Performance & event * begin free-flow days between N & R (transition activities) * Stay and play session 	<ul style="list-style-type: none"> * Parents Evening * Ongoing transition activities * Living Eggs and/or caterpillars * Nurse visits * Dental nurse visit * Ladies Day (<i>Mother's Day celebration-invited into school</i>) * Stay and play session 	<ul style="list-style-type: none"> * Sports Day * Farm visit (<i>nursery</i>) * Beach visit (<i>reception & KS1</i>) * Ongoing transition activities plus official "move up" days. * Main Man Day (<i>Father's Day celebration-invited into school</i>) * Reports sent to parents * Stay and play session

PRIME AREAS

Personal, Social & Emotional Development



- In the Moment Planning- adults in the children's play - modelling self-regulation, labelling and acknowledging emotions, demonstrating conflict resolution, modelling resilience and assertiveness....
- Class Contract → feelings & Zones of Regulation resources in continuous provision → Student of the Week (reception) → Seesaw to celebrate achievements in school and from home → Inclusive stories from other cultures, representing a range of families and relationships, representing SEND characters, characters of different race, ethnicity, and sexual orientation. → Stories about oral health and the importance of tooth brushing. → Our curriculum is further enhanced by our taking part in themed days/weeks such as: health & well-being week, anti-bullying week....
- Flat Stan First Aid: Reception a vital skill and as such is important to deliver training especially well to children.
- 1 Decision: Reception can have a weekly One Decision focussed session. This award-winning Early Years resource has been mapped to the early years framework, providing stories, activities and information for practitioners. However, One Decision is flexible to allow us to use the resources at the right time for our setting. The stories are very relatable to the children allowing meaningful discussions to take place. Some example titles are: *Orange Brushes Her Teeth, Pink Has a New Brother, Pink Misses Mummy.*



Communication & Language



- In the Moment Planning - adults in the children's play - talking, modelling, extending, back and forth of conversations, giving children meaningful opportunities to speak and listen....
- Extending vocabulary through play and ITMP as well as stories (especially our Favourite 5 books), rhymes - including those from other cultures and celebrating languages other than English, e.g. Polish....
- RWI Fred-games activities as part of daily routine, e.g. clapping names to line up...
- Non-verbal communication - use of Makaton signs in our play, songs and stories - use of Makaton symbols in our environment, e.g. as our daily timetable.

Physical Development



- In the Moment Planning & Forest School- adults in the children's play - supporting, modelling, demonstrating, encouraging - helping the children to build resilience and perseverance as well as physical development skills
- Ambitious enabling environment and free-flow policy ensures children have continuous access to fine and gross motor activities across the provision, *e.g.* outdoor: building, climbing and balancing equipment; conservatory: woodwork area; indoors: threading & sewing. Continuous monitoring and observation of our areas ensures the resources provide ongoing challenge for the children.
- Reception can have a PE focus session per week. We follow the Durham School Sports Coordinator planning which we adapt to suit the needs of our children. The planning is progressive, within each session and throughout the term. It is detailed, introducing vocabulary, skills, safety information and resource details.
- Nursery children have PE hall timetabled to use to meet the identified needs of our children. Our nursery children will use the hall at least once a term for a fun soft-play-apparatus session.
- Our curriculum is further enhanced by our taking part in themed days/weeks such as: health & well-being week, sports festivals....

SPECIFIC AREAS



Literacy



→ In the Moment Planning- adults in the children's play - modelling, supporting and encouraging reading/writing/acting/scribing for the children - giving a *purpose* for reading and writing, building resilience and perseverance. Purposeful texts in the environment as well as a book basket in reception of decodable books matched to their phonic ability. Resources labelled. We encourage the application of Literacy skills in the environment, e.g. the children's coat peg symbol & self-registration pictures are phonetically matched to the initial sound of the child, e.g. Isabelle, igloo.

→ Daily story times - Model using story language, (e.g. traditional tales), rhymes, information books, big books and ICT. Include texts from other cultures and celebrating languages other than English, e.g. Polish, and texts with links to other subject areas to develop skills, knowledge and vocabulary across all areas. Carefully selected ***Favourite Five*** texts ensure previous skills and knowledge is built upon and children gain skills and knowledge in readiness for Key Stage 1.

Systematic synthetic phonics: RWI Fred-Game activities - **Nursery & Reception:** adults continually modelling oral blending and segmenting; specific phonics areas e.g. sound lotto, Metal Mike game; Fred-talk embedded as part of the daily routine, (e.g. initial sound of name to go and play, clapping names), Fred-games as a playful adult-led activity, **Makaton**

- **Reception** - Fred-games as daily phonics session for first few weeks in Autumn 1.

Read, Write Inc Speed Sounds 1- Reception children: Start daily Speed Sounds 1 sessions in Autumn 1/Autumn 2 for most children when it is observed that they are ready.

→ **Reception** - individualised learning: all children read their corresponding RWI book 1:1.



Mathematics



→ In the Moment Planning- adults in the children's play - supporting, challenging, modelling and explaining mathematical skills and vocabulary, exploring concepts & demonstrating methods of recording....

→ The application of maths is embedded in our daily routine & environment (e.g. self-registration onto ten frames, shadowing of shapes, resources are numbered - with numeral or different representations of number e.g. numicon, dice patterns, finger representations ...).

→ Give EAL children opportunities to work in their home language to ensure accurate understanding of concepts (e.g. Polish numbers).

Nursery - Key Worker time daily - used for number songs & short playful maths sessions.

Reception:

Numberblocks & White Rose - progressive, detailed planning which included the vocabulary, skills and knowledge to be taught.

NCETM: Children take part in an extra daily 10 minute maths session as part of the NCETM Mastering Maths hub. Ambitious and detailed planning is provided.

Ten Town - used to introduce a new number in reception. Each child also has their own log-in for home learning, as they also do for NumBots (quick recall of number facts). Ten Town provides multisensory, interactive number activities with songs, rhymes, games.

Understanding of the World



→ In the Moment Planning, an enabling environment & Forest School - free-flow indoors and out, adults in play to follow the children's lead when exploring the world around them. Resources are easily accessed and clearly displayed to encourage exploration and investigation. Weather & seasonal changes: melting ice, wind power, shadows, changing size of puddles.... Changes in state: when making playdough, baking. Materials and their properties: woodwork station - why some materials are better used for certain things, sand (inside & out: compare), creative areas, magnets/torches/binoculars etc in continuous provision, water areas: explore materials and floating & sinking.... Ourselves: in PE, snack areas and in play, discuss our bodies and ways to keep healthy. Living things: life-cycles, planting, how to look after our environment, minibeast grab bags.... Technology: iPads, QR codes in reading area and on displays, interactive Smart & Whiteboards, timers, stopwatches, metal detectors, Beebots....

→ Story time sessions - Favourite Five stories have been carefully selected to cover aspects of UtW, e.g. Peepo - sense of time, Handa's Surprise - a location different to our own. Also include stories and information books linked to UtW aspects identified by observations of the children/ their needs and interests and celebrations and seasons, e.g. Remembrance Day.

→ Seesaw sharing - share photos from home together. Children discuss *their* history. UtW, C&L.

→ Learning about our local area - our school context and heritage - trips and visits: to the beach (reception & KS1), farm (nursery), learn about mining heritage, local sculptures and their significance e.g. Tommy, local cenotaph....

→ RE: In EYFS, children begin to encounter and explore some aspects of religious beliefs and practices. The two words/themes which form the basis of Religious Education in EYFS are *belonging* and *special* - (places, times, objects, books, people). We follow the Durham scheme of work for RE which shows progression and details key questions and vocabulary.

→ Internet safety - half termly story and discussion.

Expressive arts and design



→ In the Moment Planning, an enabling environment & Forest School - adults in the children's play to encourage, model and support creative exploration indoors and out. Wide variety of ambitious resources, easily accessed, providing challenge and encouraging imagination. Resources from other cultures included, e.g. instruments from around the world. Links to NC subjects such as DT with use of our woodwork area. Links to technology with independent use of CD player.

→ Weekly music sessions with Tiny Fingers and Little Fingers. These are run by the LA.

→ Charanga subscription for music resources and ideas - match to the needs and interests of the children.

→ Kapow subscription for artistic resources - activity ideas and detailed information for practitioner knowledge.

→ Nursery rhymes - daily rhymes and singing. Songs linked to celebrations, e.g. Christmas, and seasons. Performances. Rhyme challenges e.g. Nursery Rhyme Week.