

Our EYFS Curriculum

Fishbourne CE Primary School

At Fishbourne CE Primary School, we believe all children should have the best possible start to school life in order to develop a life-long love of learning. Our EYFS Curriculum is ambitious and sets out high expectations for all children, in their play, daily routines and adult led learning. Frequency, repetition and depth of experiences are fundamental to progress alongside the careful sequencing of skills which helps children to build on their learning over time. In planning, children's different rates of development are reflected upon and practice is adjusted accordingly with 'The Characteristics of Learning' being considered. The non-statutory curriculum guidance for the foundation stage, 'Development Matters' is used to support planning. Each year, our classroom and provision will look different to meet the unique needs and interests of individual children and cohorts. This document sets out our daily routines and a 'typical' year of possible themes for learning. It should be read alongside our Pedagogical Approach to Early Years.

Our Ultimate EYFS End Goal

Children will leave the Early Years Foundation Stage having become familiar with our school learning behaviours; Courage, Determine, Collaboration, Positivity and Reflection.

Our learners will be;

Courageous enough to experience new things, explore and confident to 'have a go'.

Determined to keep trying and do their best,

Collaborative in their work and play.

Positive in their attitude to learning and enjoying their achievements.

Reflective in their learning and play, able to develop ideas and make links.

Class Routines include;

This is a general overview of class routines. It is not exhaustive and adapted to meet the needs of the children and what is going on in school that day.

Morning Greeting: Each morning the children are greeted by a member of the EYFS team at the gate with a warm smile and their name. It is important that each child feels welcomed and valued in our school. Children are encouraged to greet adults and each other. This time is also an opportunity for parents and carers to handover any information that may impact on the child's day.

Self-Registration: As the children come in, they will develop the independence to put away their belongings in the correct places ready for the day ahead. Their photograph is displayed next to their name at the beginning of the year on their peg. They will register that they are present independently. This will be done in a variety of ways including; photographs of ten frames, names, picture in a doll's house, on the whiteboard, writing names etc.

Morning Activities: Children engage in a variety of activities to develop their fine motor skills. These include; threading, peg boards, cutting, tweezer control and placing loose parts to make up a picture. There is also an opportunity to practise name writing. These activities are rotated so everyone does each activity during the week.

Mile a Day: As a class we take part in the 'Mile a Day'. Ten minutes of constant movement. We all run, jog, or walk, with one golden rule... You cannot stop!

Self-Initiated Play: During this time, children choose their play and access the classroom, outside area and all its resources. This time encourages children to select resources to lead their play. Adults are on hand to act as play partners, facilitating learning and extending children's thinking. The classroom environment has activities and resources set out that link to adult led learning, giving children further opportunity to explore concepts and learning through their play.

Phonics: From the first full week of school, children are part of a whole class phonics session. Please see our Pedagogical statement for phonics for more details.

Nursery Rhymes: Throughout the day, children are immersed in singing rhymes for enjoyment and learning.

Snack Time: Children learn the importance of washing hands before eating. They prepare snack and pour milk for themselves. Children enjoy sitting together to enjoy conversations with each other and adults.

Story Time: Throughout the day, there are plenty of opportunities to enjoy a book together! This special time together helps to develop listening skills, oracy and concentration. Stories are discussed together to develop understanding and comprehension. New vocabulary is explained and meanings are discussed.

Playtime: During the Autumn Term, the children have their playtime on the KS1 Playground and are encouraged to explore the area, build relationships and risk take. During lunch play, they are joined by the Year One children to play together, which allows them to start widening their friendships.

Maths: Each day there is a maths focussed carpet time session with all children, following the NCETM's Mastering Number Programme. Follow up activities then take place as well as resources available throughout the continuous provision to support learning.

Dough Disco/Squiggle Whilst You Wiggle: A fun, whole class, physical development intervention to build and strengthen hand muscles to get hands ready for writing.

Lunchtime: Children sit in a 'horseshoe' and eat together in the school hall. EYFS staff join children to eat and encourage good eating habits and table manners. This is an enjoyable social time together.

PE: Children have two PE lessons each week, with a specialist coach, to develop their gross motor skills and aid their physical development.


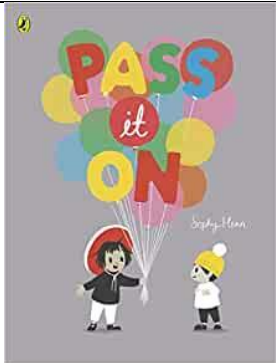
Washing Hands: Throughout the day, children are encouraged to wash their hands after going to the toilet, before eating and coming in from playtime. The importance of good hand hygiene is encouraged.

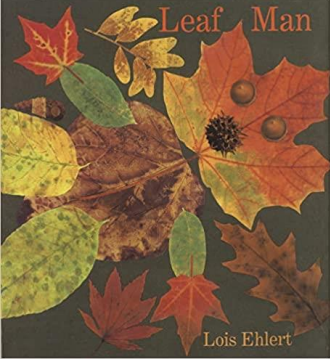


Water Bottles: Water bottles are brought in each day from home, filled only with water. At different points in the day, children are all asked to drink some water and they are also encouraged to help themselves when thirsty.

Collective Worship: This gives the children the opportunity to come together with the school community for worship and reflection. The Reception Class start worship as a class and then join the school with this daily act of worship when they have settled into school routines and appropriate to do so.

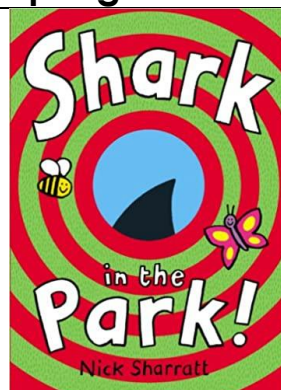
Themes for Learning;

The themes shown are examples. Our EYFS curriculum constantly adapts and evolves to meet the unique needs of each cohort and will look different year on year. We keep a floor book each academic year which creates a record that is kept to reflect the learning opportunities that our youngest children have had.

| Autumn Term | |
|---|---|
|  | <p>The Colour Monster</p> <p>Emotions are introduced through the book 'The Colour Monster'. This book gives children the language to talk about how they are feeling. Makaton signs are taught alongside each emotion. Activities include;</p> <ul style="list-style-type: none"> • Well-being check-in each morning • Exploring colours • Collage • Recognising and describing how I feel • Discussions of how we are feeling and those of others • Introducing strategies for when feeling sad/angry |
| | <p>Books; Pom Pom gets the Grumps, The Lonely Cloud, When I see Red, My Monster and me, When Jelly had a Wobble, What are you Feeling? The Best Worst Day Ever, Ravi's Roar, Feelings, Grumpy Frog, I Really Want to Shout, Nervous Nigel</p> |
| | <p>Key Vocabulary and Questions; emotions, feelings, happy, sad, nervous, angry, calm, How do you feel today? What makes you feel happy/excited/happy? What makes you feel safe? What makes you calm? How can we make others around us feel safe?</p> |
| <p>Curriculum Links Communication and Language, Personal, Social and Emotional Development, Physical Development, Literacy, Expressive Arts and Design</p> | |
|  | <p>Pass It On</p> <p>The notion of passing on happiness is explored to make our world a better place. A class charter is then created, agreeing class rules together.</p> <p>Activities include;</p> <ul style="list-style-type: none"> • Introducing our school rules; Ready, Respectful, Safe • Happiness tokens • What makes us happy in class? • Learning what respect means • Class Charter |
| | <p>Books; The Kiss, The Music in me, The Smile</p> |
| | <p>Key Vocabulary and Questions; Rules, Charter, What makes you happy? What makes you unhappy? What makes us happy in school? How can we have a safe classroom? What makes us ready to learn? How can we be respectful?</p> |
| <p>Curriculum Links Communication and Language, Personal, Social and Emotional Development, Physical Development, Literacy, Expressive Arts and Design</p> | |
| | |

| | |
|---|---|
|  | <p>Autumn</p> <p>Children will explore and notice seasonal change in the environment.</p> <ul style="list-style-type: none"> • Autumnal walks • Observational drawings • Make Pumpkin Soup • Collect leaves and make own 'Leaf Man' collage • Notice autumnal colours • Observe and comment on changes in the season • Learn and order the different seasons <p>Books; Little Goose's Autumn, The Leaf Thief, Leaf Man</p> <p>Key Vocabulary and Key Questions; Spring, Summer, Autumn, Winter, leaves, orange, red, yellow, trees, crunchy How do we know the season is changing? What can you hear/see/smell/taste/touch? What happens in Autumn?</p> |
| <p>Curriculum Links Communication and Language, Personal, Social and Emotional Development, Physical Development, Literacy, Mathematics, Understanding the World, Expressive Arts and Design</p> | |
|  | <p>Colour</p> <p>Through looking at other artists' work, children will be inspired to experiment with different medium to create their own master pieces. Along the way, they will learn the vocabulary needed to critique artwork.</p> <ul style="list-style-type: none"> • Explore primary colours • Use different medium • Describe another artists' work • Mix secondary colours • Artist Focus <p>Books; Matisse's Magical Trail, Luna Loves Art, LPBD Frida Kahlo, Andy Warhol, Pablo Picasso</p> <p>Key Vocabulary; artist, collage, primary and secondary colours, spiral, watercolour, What can you see? What is your opinion? How can you make.....?</p> |
| <p>Curriculum Links Communication and Language, Personal, Social and Emotional Development, Physical Development, Literacy, Mathematics, Understanding the World, Expressive Arts and Design</p> | |
|  | <p>Christmas (Man on the Moon/ Stick Man)</p> <ul style="list-style-type: none"> • Discuss family traditions • Compare how traditions vary • Think about those who are on their own at Christmas and what we can do to make their world a better place to be • Community Tea Party • Theatre Trip <p>Books; Christmas Collection</p> <p>Key Vocabulary and Key Questions; tradition, custom, family, neighbour, volunteer, How do people celebrate Christmas? What are traditions in your family? Is everyone happy at Christmas? What could we do to celebrate Christmas in our community?</p> |
| <p>Curriculum Links Communication and Language, Personal, Social and Emotional Development, Physical Development, Literacy, Mathematics, Understanding the World, Expressive Arts and Design</p> | |

Spring Term



Shark in the Park

Throughout this learning children will explore story structure and be immersed in rhyme.

- Story Maps
- Retelling the story in different ways
- Main characters
- Rhyming pairs and games
- Continuing a rhyming string
- Make telescopes
- Read lots of rhyming books!

Books; The 'Shark in the Park' Collection, Lots of other rhyming books!

Key Vocabulary and Key Questions; Rhyming, character, beginning, middle and end
What do you notice about these words?
Can you think of more that rhyme?
Who is the main character?

Curriculum Links

Communication and Language, Personal, Social and Emotional Development, Physical Development, Literacy, Expressive Arts and Design



Luna New Year

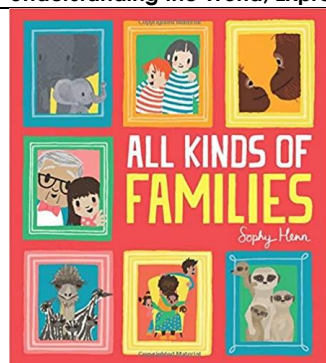
- Learn about the story and traditions of Luna New Year
- Understand the way in which Luna New Year is celebrated and how this compares to other celebrations
- Taste Chinese food
- Firework pictures
- Make red envelopes for gold coins

Books; The Magic Paintbrush, The New Year Race,

Key Vocabulary and Key Questions; Celebrate, fortune, luck, Luna New Year, custom, tradition
What do you celebrate in your family?
How do you celebrate?

Curriculum Links

Communication and Language, Personal, Social and Emotional Development, Physical Development, Literacy, Understanding the World, Expressive Arts and Design



All Kinds of Families/ Once There Were Giants

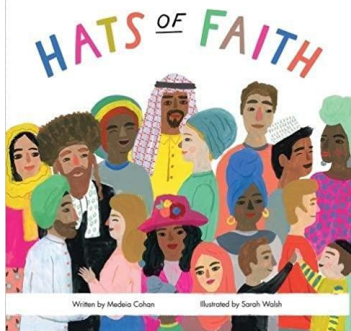
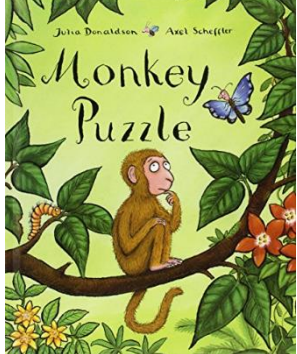
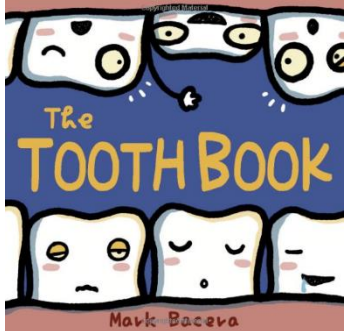
- Understand that families are made up differently
- Explore the different relationships in our lives (Siblings, friends, teachers, friends, auntie, cousins etc)
- Learn about the stages of human growth
- Make comparisons of the various stages of life.


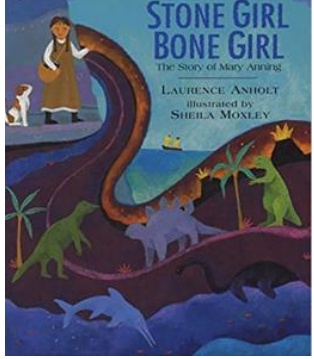
Books; Tango Makes Three, On Sudden Hill, Uncle Bobby's Wedding, My Dad used to be so Cool, When I was a Child

Key Vocabulary and Key Questions; Family, Parents, mum, dad, sister, brother, grandparents, uncle, auntie, baby, toddler, child, teenager, adult, elderly
Who is special to you?
Who is in your family?
Why are they special to you?

Curriculum Links

Communication and Language, Personal, Social and Emotional Development, Physical Development, Literacy, Understanding the World, Expressive Arts and Design

| | |
|--|--|
|  | <p>What's on your head?/Hats of Faith/Hats off to Mr Pockles</p> <ul style="list-style-type: none"> • Think about different hats for various occasions and purposes. • Hats are needed for some jobs and hobbies. • Hats to keep us safe • Understand that some people wear hats as part of their faith • Enjoy 'What's on your Head?' (Cbeebies Series) <p>Books; The Proudest Blue, I want my hat back, This is not my Hat, Hats of Faith, Hats off to Mr Pockles</p> <p>Key Vocabulary and Key Questions; Faith, hijab, Muslim, helmet, How does Mr Pockles make the world a better place to be? When do people wear hats? When do you wear a hat? Why do people wear hats?</p> |
| <p>Curriculum Links Communication and Language, Personal, Social and Emotional Development, Physical Development, Literacy, Understanding the World, Expressive Arts and Design</p> | |
| <p>Summer Term</p> | |
|  | <p>Monkey Puzzle</p> <ul style="list-style-type: none"> • Retell the story in a number of different ways. • Create a Story Map. • Write sentences about the story • Learn the lifecycle of a butterfly • Label the parts of a caterpillar • Share our learning in a class assembly <p>Books; Julia Donaldson Collection, The Very Hungry Caterpillar, My Butterfly Bouquet,</p> <p>Key Vocabulary; caterpillar, butterfly, egg, chrysalis, metamorphosis, abdomen, antenna, What happens next? Why does the butterfly not understand that the monkey looks like his mum?</p> |
| <p>Curriculum Links Communication and Language, Personal, Social and Emotional Development, Physical Development, Literacy, Understanding the World, Expressive Arts and Design</p> | |
|  | <p>Teeth</p> <ul style="list-style-type: none"> • Learn about the importance of dental hygiene • Daily brushing, for two minutes, as a class • Learn the 'Brush Song' • Meet a Dentist and learn about visiting to the dentist • Clean 'teeth' in tuff spot • Learn about sugary foods and different food groups <p>Books; Going to the Dentist, The Tooth Book, Alan's Scary Teeth, Smile Crocodile, Smile</p> <p>Key Vocabulary and Key Vocabulary; Dentist, hygiene, healthy, calcium How do we keep our teeth healthy? Why do we brush our teeth? Which foods are healthy/unhealthy? What is a dentist's job?</p> |
| <p>Curriculum Links Communication and Language, Personal, Social and Emotional Development, Physical Development, Literacy, Understanding the World, Expressive Arts and Design</p> | |

| | |
|--|--|
|  | <p>Little People, Big Dreams</p> <ul style="list-style-type: none"> • Book display to appear in the classroom • Children to be exposed to a diverse collection of inspiring people • Draw comparisons and differences between ourselves and the people we have learned about • Look at themes of injustice, including racism and sexism • Understand what it means to be an activist • Recognise people who have made the world a better place to be <p>Books; The Little People, Big Dreams Collection!</p> <p>Key Vocabulary and Key Questions; Unique, different, inspiring, determined, activist, unfair, courageous, Who inspires you? What makes you unique? Who champions you?</p> |
| <p>Curriculum Links; Communication and Language, Personal, Social and Emotional Development, Physical Development, Literacy, Understanding the World,</p> | |
|  | <p>Dinosaurs</p> <ul style="list-style-type: none"> • What do we know? What would we like to find out? • Learn about Mary Anning • Find out facts about dinosaurs • Label a dinosaur • Write facts about dinosaurs <p>Books; BPLD Mary Anning, Stone Girl, Bone Girl, Dinosaur Roar, The Girl and the Dinosaur, Usbourne Dinosaur Questions and Answers, National Geographic - Dinosaur Encyclopaedia</p> <p>Key Vocabulary and Key Questions; Carnivore, herbivore, palaeontologist, dinosaur names and parts How can we find out more about dinosaurs? Is what happened to Mary Anning fair?</p> |
| <p>Curriculum Links; Communication and Language, Personal, Social and Emotional Development, Physical Development, Literacy, Understanding the World,</p> | |