



# Early Years

## Curriculum Overview

Masefield Primary School

# Statement of Intent for Early Years

Through a positive caring environment, we provide the opportunity for every child to reach their full potential. We embrace our school core values and ensure all children are ready for their next steps through school and life.

It is our intent to ensure that every child has access to a broad, balanced, and ambitious Early Years Foundation Stage (EYFS) curriculum which prepares our children for now and for the future in terms of opportunities and experiences. Following personal interests and individual needs in the EYFS at Masefield allows us to plan and provide opportunities throughout our curriculum to support learning and development and achieve their next steps.

Our EYFS curriculum aims to enable our children to be:

- Knowledgeable and creative learners, who are curious to learn about the world around them
- Secure, confident and independent, who enjoy coming to school and learning new skills and knowledge building on their existing learning.
- Skilful, communicators, who connect with others through language and play, ensuring that they play in a vocabulary rich environment.

It is our intent to ensure that all children receive high-quality teaching of early reading through Read Write Inc. Phonics to learn to read words and simple sentences in line with their phonics knowledge by the end of Reception.

The Early Years at Masefield is based strongly around the needs of our community, whilst following the principles of the EYFS. Our curriculum aims to develop the foundations for excellent communication skills. Our curriculum intent is to provide the children with a range of familiar topics, linked to their own experiences, as well as unfamiliar topics, to spark their interest and exploration of the wider and natural world; we do this by exploring a plethora of book and inviting visitors into school. In doing this, we provide a curriculum and environment where the children feel safe and secure when developing their knowledge and skills yet are challenging and are exposed to new learning.

## Links to Prior Learning

- All learning has been based upon the prior learning within the 3-4 year old development checkpoints and expectations from the Development Matters 2021 Curriculum guidance.
- Adjustments will be tailored to meet each individual child's starting points.
- There are clear links through the curriculum in Year 1 as an opportunity for the children to remember and recall prior knowledge and build on this over time.

# Links to Future Learning

Our EYFS curriculum has been planned and developed as the foundation to our whole school curriculum and to prepare the children for their next steps in Year 1. Please refer to the curriculum overviews and curriculum documentation for individual subjects to see how the EYFS experience at Masefield underpins the curriculum from Year 1 onwards.

## Vocabulary

Developing children's vocabulary is critical in their language development and underpins strong foundations for their reading, comprehension, and writing. In our reception class, we place great importance on vocabulary development. We do this through:

- Understanding that developing our children's vocabulary is a golden thread that runs through our whole curriculum. This is continued in every year group through school in every subject.
- Using Word Aware EYFS to promote vocabulary development.
- We identify key vocabulary for each unit of learning. These words are taught as a class and then used within quality interactions during play with children.
- Where vocabulary may arise again and link with another unit of learning, this vocabulary has been identified as an opportunity for children to remember and recall this learning.
- In addition to the identified curriculum vocabulary, the EYFS team regularly identify unknown vocabulary through books and discussions with the children. These words are regularly drawn upon and used within class and through play.
- Key vocabulary for each unit is shared with parents on knowledge organisers.
- A strong focus on story time. We read regularly to the children, a variety of fiction and non-fiction books taking opportunities to discuss and learn new vocabulary that arise from these new books.
- Engage with different poems and rhymes to further enhance our children's exposure to new vocabulary.
- We use ELKLAN strategies such as blank level questioning and story mapping to support learners.
- We use WELCOMM strategies for struggling learners – these pupils are taught through interventions.
- All children are assessed using Chatty Therapy and benefit from ongoing teaching given from this information.

Key vocabulary for Nursery and Reception can be found in each subject's curriculum documentation.

# Parents as Partners

Establishing a strong parent partnership is vital for us and we share Development Matter's 2021 recognition that a 'strong respectful partnership' allows children to 'thrive' in the Early Years. This is how we establish these strong relationships:

- We have a fantastic transition programme with stay and play sessions prior to starting school.
- Parents receive a regular newsletter to give an overview of what has been taught with vocabulary and further learning opportunities through home learning.
- During the Autumn term, we invite parents into school for a phonics, reading and maths workshop.
- Each half term, parents are invited to 'Stay and Play' sessions – these are in-line with our knowledge days across the rest of school. These sessions will provide parents a valuable opportunity to spend time with their child in our learning environment, engage in our continuous provision and share their child's learning with them.
- All parents have access to Chatty Therapy.
- Continually throughout the year parents are encouraged to play and have an active role in their child's development. We use Class Dojo and Seesaw for parents to share their child's learning.
- Throughout the year parents, support our learning through visits into class in relation to their expertise. The EYFS seek support through visits and talks into class during Autumn 1 – our families and growing and changing and Spring 2 – heroes in our community.
- We ask for parents/carers to share photos/videos from home via Class Dojo and Seesaw to support their child's communication and language skills.
- We offer an open-door policy for parents and love to share our class learning journey with our families and parents at pick up.
- We ask for parental feedback continually and send questionnaires to gather parent views.

## Reading Links

For each topic, where appropriate, high-quality texts have been curated and are identified as our focus texts. These texts will be used continually throughout the unit of learning to enhance the children's knowledge of the topic and further engage them with their learning. Our reading links are the books in which we will share with the children to engage them further in our learning and link well to our topic. In addition, the vocabulary used in these texts will be identified to support our children's language development and background knowledge understanding.

# Our Early Curriculum

## Early Reading

Our Early Reading curriculum develops a love of reading which is central to what we do. We teach children to read in Reception using Read Write Inc. phonics, which is an accredited systematic, synthetic phonics programme. This is used alongside Read Write Inc. 100% decodable reading books. We promote a love of reading through reading aloud and sharing a diverse range of stories and rhymes. Each week during Good News Assembly, there is a weekly reading award, where one pupil will pick a book to keep forever in each year group.

### Cross-curricular Links

Each unit of learning has clear cross-curricular links built in. These will take the form of continuous provision ideas that the children can have independent access to during the unit of learning.

## Early Writing

Our Early Writing curriculum links with our whole school English Policy. We use Talk 4 Writing within our writing session and understand the importance of oracy and its impact on writing. A more in-depth overview of our writing can be found in the writing progression documentation.

### Child-led Learning

The EYFS curriculum has been designed to ensure a strong foundation to learning for our children. However, within each unit of learning there is opportunity and flexibility for children to develop their own fascinations, guide learning and enhance the curriculum that is planned.

## Early Mathematics

Our Early Mathematics curriculum uses White Rose Maths. White Rose provides a broken-down, sequenced approach to support all pupils to master early mathematical knowledge. We have developed our professional understanding of early maths by working closely with the Turing Maths Hub.

### Enriching the Curriculum

Where appropriate and purposeful, trips and enrichment visits are planned within our curriculum, many of these trips will occur within our local environment.

# Marvellous Me - Autumn 1 - Nursery

## Understanding the World

- Learn about the life cycles of humans.
- Learn about how to take care of themselves.
- Learn about their senses.
- Identifying similarities between themselves and different families.
- Exploring Nursery environment.
- Autumn – seasonal change.
- Name the key people in their life.
- Learn the days of the week.

## Enriching the curriculum

- Visits from our special people.

**Science** – Humans

**History** – What makes me marvellous?

**Geography** – Where do I go to school?

**RE** – Why is the word 'God' so important to Christians?

## Expressive Arts and Design

- Free painting/ drawing family/ friends.
- Creating ourselves with different media – collage, loose parts.
- Autumn crafts.

**Music** – sing nursery rhymes and action songs.

**Art** – Drawing.

**Computing** – Digital Citizenship and Digital Literacy.

## Personal, Social and Emotional Development

### Me and My Relationships

- All about me.
- What makes me special?
- Me and my special people.
- Who can help me?
- My feelings.
- Healthy eating.

## Communication and Language

We prioritise communication and language skills throughout the EYFS. School uses assessments such as NELI and WELCOMM to support pupils. School uses a trained speech and language service to support children who need extra intervention.

## Physical Development

Taught and practiced through continuous provision:

- Rules and boundaries.
- Avoiding obstacles.
- Co-ordinating space through play.

## Maths

Week 1 – Colours – red, blue, yellow.

Week 2 – Colours – green, purple, mix of colours.

Week 3 – Match – buttons and colours, match towers, matching shoes.

Week 4 – Match – match number shapes, match shapes, pattern handprints – big and small.

Week 5 – Sort – colour, size, shape.

Week 6 – What do you notice?

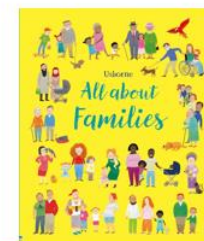
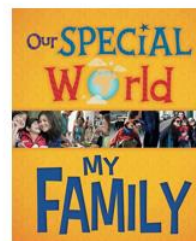
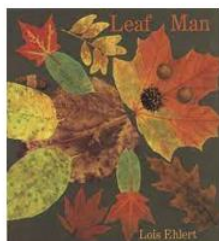
Guess the rule.

## Literacy

- baseline assessments.
- Our favourite stories.
- Ourselves. Family stories – create a picture (mark making).
- Leaf Man (autumn) – create own leaf man.
- Pumpkin Soup – make own pumpkin soup.

## Phonics

Children have daily phonics lessons following the Read Write Inc. scheme. Following an initial 6 weeks of sounds sessions, children will be grouped using the read Write Inc. assessments. We use a tracker to quickly identify any gaps at the end of each half term (this may be more regular in some cases where a pupil has been identified to the Early Reading Leader). We use this data to teach extra phonics and catch up on top of daily class teaching. Additional phonics sessions take place throughout the day. Handwriting is linked to our learning in phonics to allow children to write words using the graphemes they have been taught.





# Let's Celebrate - Autumn 2 - Reception

## Understanding the World

- Where do I live? Using maps and creating messy maps.
- What kind of house do I live in? My home and the features of my home.
- Diwali - the festival of light
- Light and dark – shadows – making light boxes and shadow puppets.
- Understand the difference between past and present and build up knowledge of key historical events e.g Bonfire Night, Diwali, Christmas.

## Enriching the curriculum

- Visit to local care home.
- Visits from Father Christmas.
- The Nativity.
- Stay and Play.

**Science** – Light and Sound.

**History** – How do people around the world celebrate?

**Geography** – Where do I live?

**RE** – Why is Christmas special to Christians?

## Nursery Rhymes

I'm a Little Teapot.  
The Grand Old Duke of York.  
Ring O' Roses.  
Hickory Dickory Dock.  
Not Too Difficult.  
The Alphabet.

## Expressive Arts and Design

- Playdough sculptures.
- Christmas cards.
- Rangoli patterns.
- Snowflakes cutting.
- Digital firework display.

**Music** – sing nursery rhymes and action songs.

**Art** – Sculpture.

**DT** – Food.

**Computing** – Digital Citizenship and Digital Literacy.

## Personal, Social and Emotional Development Valuing Difference

- I'm special, you're special.
- Same and different.
- Same and different families.
- Same and different homes.
- I am caring.
- I am a friend.

## Communication and Language

We prioritise communication and language skills throughout the EYFS. School uses assessments such as NELI and WELCOMM to support pupils. School uses a targeted speech and language service to support children who need extra intervention.

## Physical Development

**Gross Motor** - children will explore different ways to travel using equipment.

**Fine Motor** - children will accurately draw lines, circles and shapes to draw pictures.

**PE** – Manipulation and Co-ordination (PE Hub).

## Maths

Week 1 – It's me 1, 2, 3 – Find, subitise and represent 1, 2 and 3.

Week 2 – It's me 1, 2, 3 – 1 more, 1 less, composition of 1, 2 and 3.

Week 3 – Circles and triangles - Identify and name circles and triangles, compare circles and triangles, shapes in the environment, describe position.

Week 4 – 1,2,3,4,5 - Find, subitise and represent 4 and 5, 1 more.

Week 5 – 1,2,3,4,5 - 1 less, composition of 4 and 5, composition of 1 – 5.

Week 6 – Shapes with 4 sides - identify and name shapes with 4 sides, combine shapes with 4 sides, shapes in the environment, my day and night.

## Literacy

**Comprehension** – children will engage and enjoy an increasing range of books.

**Word Reading** – recognise initial sounds in words. Children will begin to read captions and sentences.

**Writing** – oral composition. Children will start to form letters correctly.

## Phonics

Children have daily phonics lessons following the Read Write Inc. scheme. Following an initial 6 weeks of sounds sessions, children will be grouped using the read Write Inc. assessments. We use a tracker to quickly identify any gaps at the end of each half term (this may be more regular in some cases where a pupil has been identified to the Early Reading Leader). We use this data to teach extra phonics and catch up on top of daily class teaching. Additional phonics sessions take place throughout the day. Handwriting is linked to our learning in phonics to allow children to write words using the graphemes they have been taught. Daily handwriting sessions begin in Autumn 2.



Focus Texts