



Curriculum Overview: Early Years Foundation Stage

Our curriculum approach to EYFS reflects our school vision of nurturing 'Caring, Curious and Confident' children.

Our practice is underpinned by the 7 features of effective practice:

Seven Features of Effective Practice

1 The best for every child

- All children deserve to have an equal chance of success.
- High-quality early education is good for all children. It is especially important for children from disadvantaged backgrounds.
- When they start school, children from disadvantaged backgrounds are, on average, 4 months behind their peers. We need to do more to narrow that gap.
- Children who have lived through difficult experiences can begin to grow stronger when they experience high quality early education and care.
- High-quality early education and care is inclusive. Children's special educational needs and disabilities (SEND) are identified quickly. All children promptly receive any extra help they need, so they can progress well in their learning.

2 High-quality care

- The child's experience must always be central to the thinking of every practitioner.
- Babies, toddlers and young children thrive when they are loved and well cared for.
- High-quality care is consistent. Every practitioner needs to enjoy spending time with young children.
- Effective practitioners are responsive to children and babies. They notice when a baby looks towards them and gurgles and respond with pleasure.
- Practitioners understand that toddlers are learning to be independent, so they will sometimes get frustrated.
- Practitioners know that starting school, and all the other transitions in the early years, are big steps for small children.

3 The curriculum: what we want children to learn

- The curriculum is a top-level plan of everything the early years setting wants the children to learn.
- Planning to help every child to develop their language is vital.
- The curriculum needs to be ambitious. Careful sequencing will help children to build their learning over time.
- Young children's learning is often driven by their interests. Plans need to be flexible.
- Babies and young children do not develop in a fixed way. Their development is like a spider's web with many strands, not a straight line.
- Depth in early learning is much more important than covering lots of things in a superficial way.

4 Pedagogy: helping children to learn

- Children are powerful learners. Every child can make progress in their learning, with the right help.
- Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching.
- Practitioners carefully organise enabling environments for high-quality play. Sometimes, they make time and space available for children to invent their own play. Sometimes, they join in to sensitively support and extend children's learning.
- Children in the early years also learn through group work, when practitioners guide their learning.
- Older children need more of this guided learning.
- A well-planned learning environment, indoors and outside, is an important aspect of pedagogy.

5 Assessment: checking what children have learnt

- Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence.
- Effective assessment requires practitioners to understand child development. Practitioners also need to be clear about what they want children to know and be able to do.
- Accurate assessment can highlight whether a child has a special educational need and needs extra help.
- Before assessing children, it's a good idea to think about whether the assessments will be useful.
- Assessment should not take practitioners away from the children for long periods of time.

6 Self-regulation and executive function

- Executive function includes the child's ability to:
 - hold information in mind
 - focus their attention
 - regulate their behaviour
 - plan what to do next.
- These abilities contribute to the child's growing ability to self-regulate:
 - focus their thinking
 - monitor what they are doing and adapt
 - regulate strong feelings
 - be patient for what they want
 - bounce back when things get difficult.
- Language development is central to self-regulation: children use language to guide their actions and plans. Pretend play gives many opportunities for children to focus their thinking, persist and plan ahead.

7 Partnership with parents

- It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.
- This includes listening regularly to parents and giving parents clear information about their children's progress.
- The help that parents give their children at home has a very significant impact on their learning.
- Some children get much less support for their learning at home than others. By knowing and understanding all the children and their families, settings can offer extra help to those who need it most.
- It is important to encourage all parents to chat, play and read with their children.

The Curry Rivel EYFS Curriculum

At Curry Rivel, we ensure the EYFS Education Programmes are used as a spine to build the body of the 'Curry Rivel Curriculum'. The children are at the heart of this 'Curry Rivel Curriculum' which is adapted to reflect their interests, strengths, next steps and their curiosity in the world around them, designed by staff who know the children best. We also ensure we utilise the resources of the local area, as well as learning about special times and events throughout the year.

The Curry Rivel EYFS Curriculum is broad and balanced and encapsulates the holistic development of every child focusing on the 3 'prime areas' (Communication and language; Personal Social, Emotional Development; Physical Development) as well as the 4 'specific' areas of (Literacy, Maths, Understanding the World, and Expressive Arts and Design)

Our curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning, preparing them to be 'Caring, Curious and Confident' learners ready for the next step in their education (Years 1-6).

'Caring, Curious and Confident'

Progression models at Little Pips Nursery (0-4 years)

Milestone 1 - When I start Nursery - Where planning for my learning will begin

Milestone 4 - When I leave Nursery - Ready for my transition to school

- Children begin Nursery at different ages and points throughout a year therefore; all of their start points will differ. Children at Nursery will attend a minimum of 6 hours per week and a maximum of 52.5 hours per week. Children may dual with multiple other settings.
- Individual children's key-workers will be able to accurately discuss individual children's interests, planning and next steps for learning

At Little Pips Nursery I will ...

<p style="text-align: center;">Communication and Language</p> <p>Experience a language-rich environment Take part in meaningful interactions with adults and friends throughout the day Engage actively with frequent stories, songs and rhymes Be Encouraged to share my ideas , thoughts and experiences</p>
<p style="text-align: center;">Personal, Social and Emotional Development</p> <p>Experience strong, warm, and supportive relationships with adults Be supported to Manage my emotions and develop a positive sense of self Learn how to look after my body and stay safe Confidently take risks and know it is ok to make mistakes</p>
<p style="text-align: center;">Physical Development</p> <p>Pursue a happy, healthy, and active life Play and develop a lifelong love for the outdoors Explore and play within a carefully resourced, high quality environment ,developing confidence and control</p>
<p style="text-align: center;">Literacy</p> <p>Develop a lifelong love of reading Acquire language comprehension through talking and sharing books with adults Communicate using meaningful marks</p>
<p style="text-align: center;">Mathematics</p> <p>Develop a deep understanding of numbers to 10 Have Frequent Opportunities to test and develop my ideas Develop a lifelong love of Mathematics</p>
<p style="text-align: center;">Understanding the World</p> <p>Make sense of my physical world and my local community Foster an understanding of our culturally, socially, technologically and ecologically diverse world Enrich and widen my vocabulary</p>
<p style="text-align: center;">Expressive Arts and Design</p> <p>Develop my imagination and creativity Actively engage with all aspects of the arts Interpret and appreciate everything around me</p>

'Caring, Curious and Confident'
My Nursery Curriculum Outcomes...

1. Settle in to Nursery life and build friendships			
Mile Stone 1 Separate from parent or carer	Mile Stone 2 Build relationships with key-people	Mile Stone 3 Play cooperatively alongside peers	Mile Stone 4 Join in with group games working as part of a team
2. Develop independence			
Mile Stone 1 Feed self-using own spoon	Mile Stone 2 Help with putting on and off own shoes	Mile Stone 3 Help with dressing and undressing at key times	Mile Stone 4 Use the 'magic coat method' to put on own coat
3. To have experience of the world around me			
Mile Stone 1 Listen to stories and music which are varied and cultural	Mile Stone 2 Take part in a forest school session	Mile Stone 3 Celebrate different cultural festivals	Mile Stone 4 Explore my local area
4. Gross Motor- To move in a variety of ways			
Mile Stone 1 Explore indoors and outdoors with confidence	Mile Stone 2 Join in with group music, movement and dancing	Mile Stone 3 Confidently use ride on trikes and bikes	Mile Stone 4 Take part in a group obstacle course
5. Observe and be a part of watching something grow			
Mile Stone 1 Spend time exploring outdoors in all seasons	Mile Stone 2 Plant a seed and watch it grow	Mile Stone 3 Observe a life-cycle take place at Nursery	Mile Stone 4 Confidently discuss how we can take care of living things in our Nursery environment
6. To take part in cooking experiences			

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<p>Mile Stone 1 Take part in sensory experiences which involve stirring and mixing using our hands</p>	<p>Mile Stone 2 Pour from a jug into a cup. Use a spoon to scoop out ingredients</p>	<p>Mile Stone 3 Work with an adult to make a simple recipe (Focussed on listening , waiting our turn and hygiene)</p>	<p>Mile Stone 4 Use weighing scales or crack an egg</p>
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7. Fine Motor – Pencil control

<p>Mile Stone 1 Explore paint and sensory activities with whole body</p>	<p>Mile Stone 2 Use a variety of resources to mark-make on a large scale</p>	<p>Mile Stone 3 Develop pencil grip and make marks on a smaller scale</p>	<p>Mile Stone 4 Begin to form recognisable letters</p>
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Pippin Class Curriculum Outcomes/Progression models in Foundation Stage (Reception Class)

Milestone 1 - When I start School - Where planning for my learning will begin

Milestone 4 - When I finish EYFS - Ready for my transition into Year one

- These Curriculum outcomes are carefully planned with Little Pips Nursery ensuring progression is at the centre of every child's EYFS learning journey.
- The broad yet balanced outcomes allows every child to succeed within their individual next steps and interests which will be adapted to support all seven areas of the EYFS.
- Pippin Class is a class made up of the majority of Reception aged children. The Curriculum outcomes will be embedded throughout Own learning choices, Continuous Provision and Adult led tasks. Year one children will also have opportunity to develop and secure the Curriculum outcomes through adaptation of the outcomes supporting the National Curriculum.

In Pippin Class, I will...

<p>Communication and Language</p> <p>Experience a language-rich environment Take part in meaningful interactions with adults and friends throughout the day Engage actively with frequent stories, songs and rhymes Be Encouraged to share my ideas , thoughts and experiences</p>
<p>Personal, Social and Emotional Development</p> <p>Experience strong, warm, and supportive relationships with adults Be supported to Manage my emotions and develop a positive sense of self Learn how to look after my body and stay safe Confidently take risks and know it is ok to make mistakes</p>
<p>Physical Development</p> <p>Pursue a happy, healthy, and active life Play and develop a lifelong love for the outdoors Explore and play within a carefully resourced, high quality environment ,developing confidence and control</p>

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Literacy
<p>Develop a lifelong love of reading</p> <p>Acquire language comprehension through talking and sharing books with adults</p> <p>Communicate using meaningful marks</p>
Mathematics
<p>Develop a deep understanding of numbers to 10</p> <p>Have Frequent Opportunities to test and develop my ideas</p> <p>Develop a lifelong love of Mathematics</p>
Understanding the World
<p>Make sense of my physical world and my local community</p> <p>Foster an understanding of our culturally, socially, technologically and ecologically diverse world</p> <p>Enrich and widen my vocabulary</p>
Expressive Arts and Design
<p>Develop my imagination and creativity</p> <p>Actively engage with all aspects of the arts</p> <p>Interpret and appreciate everything around me</p>

Progression models EYFS- Pippin Class.

5. Settle in and become a confident learner			
Mile Stone 1 <ul style="list-style-type: none"> Join in with group activities and follow new school routines of the day. 	Mile Stone 2 <ul style="list-style-type: none"> Make friends; listen to the needs of others. 	Mile Stone 3 <ul style="list-style-type: none"> Have own ideas and able to adapt activities in different ways applying own knowledge. 	Mile Stone 4 <ul style="list-style-type: none"> Share own ideas but to be confident in succeeding in a main intent of activities.
6. Wrap a present and be giving to others.			
Mile Stone 1 <ul style="list-style-type: none"> Knows own birthday and special events during the calendar year. 	Mile Stone 2 To understand feelings and emotions of their selves and others, looking at different points of experiences.	Mile Stone 3 <ul style="list-style-type: none"> Be caring and giving to others with key skills Patience Presentation Resilience Reflection. 	Mile Stone 4 <ul style="list-style-type: none"> To show the needs of others is as important as own through actions and words.
7. To have own responsibility of a given task			
Mile Stone 1 <ul style="list-style-type: none"> Respond to peers/ adult when spoken to with communication skills - Gestures - Eye contact - Tone of voice. 	Mile Stone 2 <ul style="list-style-type: none"> Follow the routines of the day well. <ul style="list-style-type: none"> - Focussing on key independence skills- - Dressing - Eating - Hygiene 	Mile Stone 3 <ul style="list-style-type: none"> Be aware of length of time. 	Mile Stone 4 <ul style="list-style-type: none"> To tidy and keep own belongings safe without always needing to be reminded.

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To have experience of the world around me			
<p>Mile Stone 1</p> <ul style="list-style-type: none"> To explore school grounds knowing opportunities and school areas. 	<p>Mile Stone 2</p> <ul style="list-style-type: none"> To adapt learning through exploration and curiosity (Outdoor learning/ learning choices). 	<p>Mile Stone 3</p> <ul style="list-style-type: none"> Be mindful of different Religions and other peoples beliefs 	<p>Mile Stone 4</p> <ul style="list-style-type: none"> To know where I live (Village) and what communities there are in the area.
8. Gross Motor- To move in a variety of ways			
<p>Mile Stone 1</p> <ul style="list-style-type: none"> Learn self-play movement games with rules. <ul style="list-style-type: none"> Tag Stuck in the mud Obstacle course Musical statues. 	<p>Mile Stone 2</p> <ul style="list-style-type: none"> Move around different setting areas appropriately 	<p>Mile Stone 3</p> <ul style="list-style-type: none"> Set up own activities considering space. 	<p>Mile Stone 4</p> <ul style="list-style-type: none"> Know that you can combine movement with feelings and music.
6. Observe and be a part of watching something grow			
<p>Mile Stone 1</p> <ul style="list-style-type: none"> Follows seasonal changes within the year calendar. 	<p>Mile Stone 2</p> <ul style="list-style-type: none"> Describes and notices change to growing things including plants, humans and animals. 	<p>Mile Stone 3</p> <ul style="list-style-type: none"> Be aware of the senses from the outside, natural world including discussion of how environments differ in different countries. 	<p>Mile Stone 4</p> <ul style="list-style-type: none"> Be independent and responsible In caring for plants, animals and others.
7. To make playdoh.			
<p>Mile Stone 1</p> <ul style="list-style-type: none"> Show hygiene routines before preparing and making things. (Wash hands, protect clothes etc). 	<p>Mile Stone 3</p> <ul style="list-style-type: none"> Can collect correct equipment needed to follow through systematic instructions. 	<p>Mile Stone 4</p> <ul style="list-style-type: none"> Use correct measurements in correct portions. Using simple measurement e.g. - Jugs/cups. 	<p>Mile Stone 5</p> <ul style="list-style-type: none"> Can adapt and correct mistakes, or ask for help knowing safety precautions.

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8. Fine Motor - Pencil and Scissors.			
Mile Stone 1	Mile Stone 2	Mile Stone 3	Mile Stone 4
<ul style="list-style-type: none">• Take part in doh disco rotating fingers and lower arm.	<ul style="list-style-type: none">• Use scissors with control to cut paper.	<ul style="list-style-type: none">• Use a knife and fork with control	<ul style="list-style-type: none">• Practice mark making directions of letters and writing from left to right

Reviewed by Zoe Yarde and Hollie Westlake (June 2021)