

CURRICULUM INTENT

EYFS Vision Statement

At Linton C.E. Infant School we believe that all children in EYFS are entitled to access a rich and varied play based curriculum in a safe and stimulating environment. Our indoor and outdoor spaces are carefully planned to enable children to explore their own ideas and interests supporting high levels of well-being and involvement. Through planned topics and activities, we deliver a curriculum that both builds on skills and understanding across all EYFS areas of learning as well as developing the children's Characteristics of Effective Learning which are integral to building lifelong learning skills. Our highly skilled adults work hard to support children in extending their ideas and make progress.

Early Years Foundation stage curriculum

Within the EYFS there are 7 areas of learning, three areas making up the prime areas of learning and four in specific areas of learning. All areas are important and have links between them reflecting the holistic way a child learns.

The three prime areas of learning are Personal, Social, and Emotional development, Communication and Language and Physical development. The four specific areas of learning are Literacy, Maths, Understanding the World and Expressive arts and Design.

At Linton C.E. Infant school the children's development in all areas is planned and provided for through a mixture of child led play, adult led activities, discrete taught sessions of maths and phonics and through the continuous provision and environment. Adults interact with and observe children carefully to challenge children's thinking and identify next steps. We place great emphasis on the value of play and have organised our timetable to ensure children have the time and opportunity to develop their own interests, follow their own ideas and become curious and empowered learners.

Weekly planning follows our topic cycle but also allows flexibility for staff to plan for children's interests and needs. We are lucky to have large play spaces both indoor and outdoor to help us in making the most of all learning experiences.

The characteristics of Learning (Creating and thinking Critically, Playing and Exploring and Active Learning) are at the heart of all that we do, not only in EYFS but throughout the rest of our infant school.

EYFS IMPLEMENTATION AT LINTON CE INFANT SCHOOL

EYFS PROGRAMME OF STUDY (EYFS Framework 2021)

LITERACY

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

MATHEMATICS

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

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| <p>UNDERSTANDING THE WORLD</p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p> | <p>EXPRESSIVE ARTS AND DESIGN</p> <p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> |
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SPECIFIC AREAS OF LEARNING IN EYFS CURRICULUM AT LINTON CE INFANT SCHOOL

| Topic | Specific Areas of Learning | Programme of Study |
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| Magical Me! | Literacy | Writing own name Poems and rhymes. Listening Activities – tuning hear in- phonological awareness activities prior to phonics starting. |
| | Maths* | Me and my numbers – numbers of personal relevance |
| | Understanding the World | Keeping Healthy, what’s super about me? Staying safe, Heathy Eating, Oral Health Church – first experiences of going to Church, Harvest Festival, My family and how I live. Intro to Purple Mash. |
| | Expressive Arts and Design | Self Portrait, Songs, Charanga |
| Through the Keyhole | Literacy | Oral stories – imitation – Little Red Hen, Gingerbread man, Nativity. |
| | Maths* | Numbers within the role play – exploring money and time as part of the role play experiences. |
| | Understanding the World | Keeping Healthy, safety – using medicines, first aid, healthy eating, Oral Health, Hygiene – washing hair, brushing teeth. Geography – local environment, all about Linton RE – Diwali, Features of other religions – Sikhism/Muslim/Jewish headwear. Cooking – making Christmas cakes. Exploring Autumn |
| | Expressive Arts and Design | Diwali – rangoli patterns, Firework pictures and crafts, Purple Mash artwork – fireworks 2paint a picture, Music – 2beat Christmas crafts and artwork. Autumn artwork – painting pumpkins, conker rolling. Role play – dr’s hairdressers, café, shop. Focus on people in community who help us. |
| Long, Long time Ago | Literacy | Labels, lists and captions – putting words into sentences for meaning. Building on CV C phonics. Non – fiction texts – factfiles, dinosaurs. |

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| | Maths* | Exploring time |
| | Understanding the World | History – personal history Are dinosaurs alive now? What happened in a castle? Does that happen now? Circle times to investigate. Visit museum/castle Exploring winter season and weather – books to support. RSPB big birdwatch |
| | Expressive Arts and Design | Role play museum. Chinese new year artwork and crafts |
| Earth Explorers | Literacy | Oral stories – imitate and begin to innovate – Jack and the Beanstalk |
| | Maths* | Growth and measurement, Days of the week |
| | Understanding the World | Natural world around us – walks within local community – pocket park etc Trip to Wandlebury/botanical gardens. Gardening activities – planting Reduce, reuse, recycle. |
| | Expressive Arts and Design | Andy Goldsworthy artwork, observational drawing skills. |
| Storyland Express | Literacy | Retell familiar stories, Innovate traditional tales - 3 Billy Goats gruff, 3 little pigs Reading alternative modern versions of traditional tales. Helicopter Stories |
| | Maths* | What's the time Mr Wolf? National Numeracy Day (May) |
| | Understanding the World | Science- Materials investigations. Visit Farm – South Angle farm/Wimpole Hall Farm. RE – Eid, May Day |
| | Expressive Arts and Design | Clay characters from stories, make puppets, retell stories, role play. |
| Mad about minibeasts | Literacy | Helicopter Stories continues. Rhymes and Poems – Mad About minibeasts. Factfiles and non-fiction texts. Eric Carle focus on stories – Hungry caterpillar, Lonely Firefly, Busy Spider |
| | Maths* | Days of the Week, months of the year |
| | Understanding the World | How does a Bee make Honey? Life cycles ZooLab visit. Growing caterpillars. |
| | Expressive Arts and Design | Eric Carle style art skills, Dawn Crothers – contemporary artist. Henri Matisse Mod-Roc Ugly Bug ball – dance in response to music. |

*Maths – White Rose Maths scheme used throughout all terms alongside NCETM project for mastering number. Maths in topics refers to topic-based links in addition to discrete maths lessons.

**RE Emmanuel project running through academic year. RE links made are cross curricular directly from topic.