

Grade Ruan C of E School EYFS Curriculum 2021

	Autumn	Spring	Summer	Early learning goal
<p>Communication and Language</p> <p>Adults continuously scaffold and support children with their communication and language development by engaging in quality conversations, valuing children's contributions and building on conversation in their response offering new and enriching vocabulary where appropriate.</p> <p>As a new environment, on entering our school setting, children will learn that as well as conversational and play based language, there are different rules and for turn taking during group and whole class activities. These social skills will be scaffolded and built on throughout the year.</p> <p><i>Core Texts – As well as interactions in play and continuous provision, opportunities to develop C&L are built into our adult led activities –as a school we pride ourselves on our rich book driven environment and books make up a key component of all areas of our EYFS curriculum. Specific core texts are provided under each strand. We use a variety of carefully chosen texts to act as spring boards for discussion, to encourage questioning, model language structures and to introduce vocabulary.</i></p>	<p>Special Me</p> <p>Building confidence with peers and adults through modelling interactions.</p> <p>Learning to listen to others.</p> <p>Talk around themselves and familiar experiences via scaffolded group talk.</p> <p>Adults will model the use of questions in group activities.</p> <p>Children will practice their peer to peer interactions and develop storytelling language through core texts and role play.</p>	<p>All Around Me</p> <p>Learning to value other's and respond.</p> <p>Adults will model use of full sentences and extend with additional words. During observations adults commentary supports childrens' thinking and understanding, correcting and building on language where appropriate.</p> <p>Children will begin to retell and act out traditional stories through role-play and props.</p>	<p>Beyond Me</p> <p>Begin to appreciate others perspectives and show respectful turn taking, responding with relevant comments or questions.</p> <p>Adults will add increasingly complex language and vocabulary to support children's oral development. New vocabulary will be linked to learning.</p> <p>Questioning will be extended to incorporate all 5 question stems.</p> <p>Group activities and talk for writing will encourage children to discuss and show comprehension skills of stories, non-fiction texts and poetry.</p>	<ul style="list-style-type: none"> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. - Make comments about what they have heard and ask questions to clarify their understanding. - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. -Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

<p>Personal, Social and Emotional Development</p> <p>Children need to be in a safe and comfortable space in order to learn, both perceived and actual, so in order for our children to achieve their full potential, we need to ensure they are able to express their feelings, understand and communicate their emotions to others, and to help them build inner strength in order to manage their anxieties appropriately. We have a warm and nurturing environment in which we support the children in developing a positive sense of self and an aspirational, resilient, questioning and perseverant learning style.</p> <p>During their reception year, many children are also still developing self care skills and for some it will be the first time they are required to manage their own personal needs away from the family home. We support the children to look after their own their own hygiene independently, as well as encouraging healthy eating, and good oral hygiene.</p> <p>We support children in building positive healthy relationships with their peers providing a strong basis for co-operation throughout school and beyond.</p> <p><i>Core Texts – reading spine</i></p>	<p>Opportunities for children to share about themselves and their own experiences. Children bring in their own 'All About Me book' to share with peers, containing photographs, pictures and writing from home. Children explore what they have in common with peers and how to embrace their differences. .</p> <p>Link experience into Christian values (have they shown compassion / generosity thankfulness / wisdom) and model how to do so</p> <p>Through art and explorative design explore expressions and body language related to different feelings, giving words to their emotions.</p> <p>Introduce classroom rules of how many children play in each area, model and scaffold turn taking with key sought after play activities eg bikes etc.</p> <p>Hygiene focus - health and self care. Looking after our belongings, putting on our coats, washing hands.</p>	<p>Children encouraged to share individual experiences of importance to them (birthdays, outings, a new pair of shoes, a hair cut, a favourite film) as well as experience of others - going to someone else's party, visiting a relative.</p> <p>Link experience into Christian values, e.g. (looking out for others who show courage and aspiration / forgiveness/ perseverance / justice).</p> <p>Encourage a variety of lunch options, praising those who try new things. Opportunities to cook and experiment with different tastes and smells in the classroom.</p> <p>Children will begin to negotiate / police their own classroom environment and resolve their own problems between peers.</p> <p>Hygiene focus - brushing our teeth, oral care, healthy diet and eating.</p>	<p>Children will talk about significant individuals (Jethro Tull, Grace Darling, bible figures, individuals researched in line with children's own interests) and discuss qualities they admire in others.</p> <p>Link experience into Christian values, e.g. (looking out for examples in the wider community and world of relationships, respect and reverence, service, trust and truthfulness).</p> <p>Whole class rewards introduced to support individual, children begin to work as a group and cooperate with others, see impact of own behaviour on those around them.</p>	<p>-Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>- Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>- Work and play cooperatively and take turns with others.</p> <p>- Form positive attachments to adults and friendships with peers.</p> <p>- Show sensitivity to their own and to others' needs.</p>
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<p> The Heart and the Bottle (Oliver Jeffers) Chester (Melanie Watt) The Bog Baby (Jeanne Willis) Not Now Bernard (David McKee) On Sudden Hill (Beryl Davies) Cotton Wool Collin Granda's Island (Beryl Davies) My Mum (Anthony Browne) Family Means (Matthew Ralph) Peepo (Ahlbergs) </p> <p><i>Core texts – Additional</i></p> <p> The Squirrels who squabbled Shrinking Sam The Huge bag of Worries The Cloud Angry Arthur </p>				
<p>Physical development – Gross motor skills</p> <p>These skills underpin the development of a child's healthy relationship with their bodies and their capacity to develop a positive balance between physical, social and emotional well-being. Further to supporting an active lifestyle and success in physical areas of the curriculum, a good level of physical development can aid in a child's ability to sit and engage during calmer activities such as carpet time, and their ability to learn in a more formal classroom environment at a desk. We pride ourselves in offering opportunities for children to develop their core strength, agility, balance, spatial awareness and coordination in</p>	<p>Music, dance and movement - children given opportunities to express themselves to music and respond in a large open space to music, dance and drama stimuli (previous input from MADE).</p> <p>Bikes available for children to use in large playground.</p> <p>Ropes, hoops, variety of sizes of ball and bats available to children in free play.</p> <p>Harry - P.E. instructor introduces children to games involving energetic movement, running, spatial awareness and ball skills - adjusts plans going forward dependent on co-hort.</p>	<p>Children develop core strength, agility and balance through introduction to gymnastics skills.</p> <p>Dance involves patterns, repeating movements and putting together a short sequence of movements showing increased fluidity and control for an Easter performance.</p> <p>Bikes available for children to use in both small and large spaces to develop their control and skill.</p>	<p>Gymnastics routines showing increasing control and skill, negotiating obstacles and apparatus safely.</p> <p>Athletics - children using balls, bats, ropes, hoops with increasing skill, coordination and direction in combination with their running, jumping and movement skills - team and individual games in lead up to sports day</p> <p>Balance bikes and cones used in large playground for children to practice and rehearse bike skills.</p>	<p>- Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>- Demonstrate strength, balance and coordination when playing.</p> <p>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>

<p>both indoor and outdoor environments through a variety of games and activities suited to their interests, age and stage of development.</p> <p>Physical development – fine motor skills</p> <p>Actively ensuring opportunities for children to develop their fine motor skills is essential to later success in key areas of the curriculum, including writing and literacy. We provide engaging activities linked to the children's interests in order to develop their hand eye coordination and muscle control.</p>	<p>Funky fingers table - challenges and activities throughout year using a variety of tools to promote strength e.g. tweezer control, playdough, threading, block building, puzzles, manipulation of bolts and screws, elastic bands. Develop activities in line with assessment of cohort needs and interests.</p> <p>Easel using poster paints.</p>	<p>Funky fingers table - challenges to include scissor and pencil control.</p> <p>Correct letter formation beginning - handwriting practice, encourage correct pencil grip.</p> <p>Art space to include junk modelling and self access to tape, scissors (variety of grips), stencils string etc.</p> <p>Easel using water paints.</p>	<p>Funky fingers table - challenges to include a variety of knots</p> <p>Pencil grip effective and letter formation consistent.</p> <p>Cutting in straight and curved lines.</p> <p>Easel using smaller brushes and a range of paint which can be self mixed.</p>	<p>- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>- Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>- Begin to show accuracy and care when drawing.</p>
<p>Literacy - comprehension</p> <p><i>Core Texts - The texts we cover in literacy sessions relate to many of the other areas of the EYFS curriculum (see specific areas) - we encourage children to absorb themselves in the rich language of books throughout the year and begin to see themselves as storytellers, authors and writers.</i></p>	<p>Children will participate reciting familiar rhymes and traditional tales. Class texts will be introduced with opportunities to talk about events and characters.</p> <p>Introductory vocabulary signs and print around classroom including their own name labels (coat pegs book bags etc).</p>	<p>Children will re-enact stories read in class texts and retell in a variety of ways (actions , speech, roleplay, pictures).</p> <p>Join in with repeated rhymes and refrains, make predictions and begin to summarise.</p>	<p>Children will begin to see the difference between fiction and non-fiction books and their defining features (blurb, title, author, illustrator etc).</p> <p>Begin formally recording their own story map and mountains (interpretations of a text) through talk for writing.</p>	<p>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>- Anticipate – where appropriate – key events in stories.</p> <p>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>
<p>Literacy – word reading</p>	<p>RWI - Begin with set 1 sounds, assess half termly when they are ready to progress. Books sent home according to scheme.</p> <p>Role play school area, new sounds added as they are learnt and opportunities for reading</p>	<p>RWI - Children will begin to take home reading books which reflect their ability in terms of phonics and blending knowledge.</p>	<p>RWI</p>	<p>- Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>- Read words consistent with their phonic knowledge by sound-blending.</p> <p>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>

<p>Literacy - Writing</p> <p>Use a range of experiences and types of text to create a positive writing environment. A book rich environment with lots of opportunities for writing within continuous provision as well as adult modelling.</p>	<p>independently when they are ready.</p> <p>Story books will be sent home to enjoy reading with an adult and encourage reading for pleasure.</p>			
	<p>Mark making opportunities throughout continuous provision via a variety of tools.</p> <p>Ascribe meanings to marks they make and see in the classroom environment. Begin to copy letters, starting with their name.</p> <p>Visual assessment of handwriting grip.</p>	<p>Segment and write simple CVC words independently. Moving towards simple captions with spacing and an awareness of punctuation.</p> <p>Begin to form some letters correctly and hold a pencil with increasing control, moving towards a correct grip.</p> <p>Continuous provision and roleplay provide opportunities to write for a purpose.</p> <p>Handwriting and letter formation are more formally introduced.</p>	<p>Write simple caption / sentence independently (using phonics resources on display where needed) with appropriate spacing and demarcation.</p> <p>Use consonant blends and correctly spell tricky words taught within RWI scheme.</p> <p>Children will be able to write alongside / as part of all activities within the classroom environment.</p> <p>Write repeated phrases / refrains as part of talk for writing.</p>	<ul style="list-style-type: none"> - Write recognisable letters, most of which are correctly formed. - Spell words by identifying sounds in them and representing the sounds with a letter or letters. - Write simple phrases and sentences that can be read by others.
<p>Mathematics</p> <p>Maths talk is encouraged throughout the EYFS, carefully modelled by adults and interwoven into stories and activities. Children are given the opportunity to take part in maths activities which are practical and purposeful, developing reasoning</p>	<p>Through use of traditional nursery rhymes and songs, books and objects children will develop one to one correspondence and use of number names to 10.</p> <p>Compare groups looking at 1 more and 1 less.</p>	<p>Children will look at adding groups of objects together and removing objects, introducing mathematical language for adding (counting on) and taking away (counting back).</p> <p>Recognise and order numbers 1- 10.</p>	<p>Counting beyond 20 both forwards and backwards starting at different numbers. Introduce the idea of grouping in 10s and notice number patterns within larger numbers 2 digit numbers (verbally). Explore skip counting in 2s and the</p>	<ul style="list-style-type: none"> - Have a deep understanding of number to 10, including the composition of each number. - Subitise (recognise quantities without counting) up to 5 - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and

<p>skills and essential building blocks for their journey towards maths mastery.</p> <p>Children investigate patterns across the mathematics curriculum and enjoy making connections and exploring shape space and measure in real life situations, using practical activities.</p> <p>A range of activities which move between concrete and pictorial also support a deep understanding of numbers to 10. A wide range of manipulatives are provided to apply understanding and children explore resources which they will use throughout school as they become increasingly confident in the abstract.</p> <p><i>Core Texts</i> One bear Lost One Ted fell out of Bed The Hungry Caterpillar 365 Penguins Hurray for Fish How Many Jelly beans? One Duck Stuck Snail and the Whale</p>	<p>Recognise and order numbers 1-4.</p> <p>Estimate, subitise and count numbers to 6.</p> <p>Children will recognise 2D shapes and describe and build on repeating patterns.</p> <p>Explore capacity, weight and length with a vocabulary focus encouraging discussion and having a go.</p>	<p>Estimate and count 1- 15.</p> <p>Introduction and sorting of 2D and 3D shapes. Explore similarities and differences. Extend repeating patterns beyond 3.</p> <p>Add elements of comparison to capacity, weight and volume activities, ordering objects and exploring vocabulary to support reasoning.</p>	<p>relationship between odd and even numbers.</p> <p>Explore all possibilities looking at ways to combine numbers to make a new total (5-10).</p> <p>Explore doubles facts and the relationship between doubling and halving.</p> <p>Attribute value to coins and explore their use in a practical context.</p>	<p>some number bonds to 10, including double facts.</p> <p>- Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
<p>Understanding the World</p> <p>A book and language rich curriculum combined with opportunities to experience and explore the world in which they live will help children to build upon and broaden their knowledge from their own</p>	<p>Special Me</p> <p>Children will take part in discussions about their family and where they come from and places they have visited. Share photos of how they have grown and changed since birth, what</p>	<p>All Around Me</p> <p>Discuss changes in the weather around them since starting school. Observe and record weather - discuss seasons. Contrast this with weather around the world. Learn about</p>	<p>Beyond Me</p> <p>Use Grade garden and look at planting out seeds we have sown. Children will learn how to care for plants, vital ingredients for life. Record growth.</p>	<p>- Talk about the lives of the people around them and their roles in society.</p> <p>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>

<p>experience. Visits will take place to farms, libraries, museums, art studios, places of worship and the children will be exposed to key members of society such as police, lifeguards, vicars, nurses and firefighters. Children will get to know and explore the area within close proximity to the school and the rich history of their local area, a practical context in which to frame a wider cultural and world view.</p> <p><i>Core Texts – reading spine</i></p> <p>The Summer my Father was 10 (Pat Brisson) Handa's Surprise (Eileen Brown) Flotsam (David Wiesner) Tilda's seeds (Melanie Eclare) Journey (Aaron Becker) Jack and the Flum flum Tree (David Roberts) When the Rains Come (Tom Pow) Tadpoles Promise (Jeanne Willis) Jolly Postman (Janet and Allen Albberg) Snail and the Whale (Julia Donaldson) Funny Bones (Ahlbergs)</p> <p><i>Poetry - reading spine</i> Who has seen the wind (Christina Rossetti) The More it Snows (A A Milne) I don't mind you Winter Wind</p>	<p>can they do now that they could before. Introduce timelines.</p> <p>Investigate similarities and differences between their families and others, moving to look at family members. How have things changed since their parents were at school, their grandparents?</p> <p>Visit to museum exploring artefacts, how have toys changed? How have homes changed? Schools? Technology?</p> <p>Harvest - look at local produce - visit to farm. Think about the seasons and how things are constantly changing around us. What stays the same? Farm visit.</p>	<p>hibernation and how animals behaviour changes with the seasons. Return to the farm - what differences can we spot? What can we prepare for next year's harvest? Indoor sowing of seeds in greenhouse.</p> <p>Explore our local environment , describing what they see, using maps, mark making. Look at difference between a map and globe, technology sat nav and google maps and satellite imagery. Discuss and compare history of poltesco and Cadgwith. How have local jobs / lives changed? Local fisherman visitor? Compare and contrast villages, towns and cities. Trip to Truro.</p> <p>Historical figure case study - Grace Darling.</p> <p>Easter and traditional Christian celebrations. Explore other culture and world views. Why do Mu/slims not celebrate Easter? What do Jewish people celebrate?</p>	<p>Investigate and name parts of plant.</p> <p>Explore changes to wildlife in the environment. Observe tadpoles and butterflies hatching in class.</p> <p>Historical figure case study - Jethro Tull (touching on botany), industrial revolution. Return to Rosuick farm - how has technology supported change at the farm? Observational drawings. What changes do we see?</p> <p>Visit local well. Why is this a significant place of pilgrimage and worship? Visit Grade Church, compare with Truro Cathedral visit (virutal and pics from Spring term trip). Explore a mosque (virtual) and compare.</p>	<p>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>- Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
Expressive Arts and Design	Looking at and making self portraits and art of the family tree with a variety of medium	Using stick puppets and story props to re-enact and retell stories.	Using talk for writing to recite and retell stories for Summer performance.	- Safely use and explore a variety of materials, tools and techniques,

<p>Children have continuous access to a range of materials and tools in our DT and junk modelling area. Use of resources and attachment techniques are modelled through adult led activities - children learn to transfer techniques and adapt designs when making their own models, props and creations . Children work collaboratively with peers and are encouraged to discuss and reflect upon the process by sharing their work, displaying and explaining, or using their work as intended in play.</p> <p><i>Core Texts</i> <i>The Dot</i> <i>The Magical Tree</i></p>	<p>inc. natural resources. Use similar resources to recreate portraits demonstrating different expressions and emotions.</p> <p>Creating stick puppets of story characters and extending into junk modelling of props & staging.</p> <p>Making of shadow puppets.</p> <p>Exploration of medium and colour in nature. exploring the area around school, colour matching, mark making. Visit to art studio (CAST) exploring colour mixing of primary colours - contrast with farm visit and exploring painting with natural resources.</p> <p>Call and response songs.</p> <p>Charanga music scheme (exploration of rhythm, rhyme, beat repetition, adult led guided use of instruments - once used to be added to musical tree in CV).</p> <p>Christmas songs and nativity performance.</p> <p>Christmas card designing and making.</p>	<p>Using blocks and construction to make 3D maps</p> <p>Call and response songs moving on to incorporate children’s ideas to make new compositions.</p> <p>Charanga music scheme</p> <p>Easter story, songs and performance incorporating dancing and movement to music.</p> <p>Easter story art inspired by Artemisia Gentileschi.</p> <p>Easter crafts and egg designs inspired by religious Islamic and Mendhi artwork.</p> <p>Islamic art calligraphy.</p>	<p>Observational drawing and sketches of plants and flowers. Influenced by artists Georgia o’ Keeffe and Van Gough.</p> <p>Junk modelling to recreate parts of the flower.</p> <p>Symmetry in art and life (butterflies).</p> <p>Life cycles summer performance song and dance. Dance of the bees.</p>	<p>experimenting with colour, design, texture, form and function.</p> <ul style="list-style-type: none"> - Share their creations, explaining the process they have used. - Make use of props and materials when role playing characters in narratives and stories. - Invent, adapt and recount narratives and stories with peers and their teacher. - Sing a range of well-known nursery rhymes and songs. -Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
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