

## EYFS Curriculum reviewed by PP/ HD / SH



### INTENT:

In EYFS we begin the children's learning journey to become their WEST END BEST. To achieve this we have tailored our curriculum to ensure our learning environments help our children become:

- Safe, well rounded, happy, lifelong learners, prepared for an ever-changing world
- Develop a strong foundation of key skills and knowledge
- Develop curiosity
- Allow creativity to grow

To focus our aims we have agreed EYFS Curriculum Goals to guide the learning throughout this important key stage.

### EYFS CURRICULUM GOALS AT WEST END:

Our bespoke curriculum has been designed with our children's past experiences and needs in mind we have used the EYFS Framework and non-statutory guidance to support our work and to ensure that our curriculum allows for progression of skills and knowledge throughout the key stage.

### Implementation:

In EYFS we know that children learn best:

- In a safe and stimulating and familiar environment
- Through child led activities
- With carefully planned and structured discrete and embedded teaching opportunities
- Prompted through curiosities and stimulus activities
- When children's interests, enthusiasms, skills and needs are flexibly responded to
- Enabled to reach their full potential by skilled practitioners with a deep understanding of child development
- With memorable, varied and new experiences

Our LTP is developed to give a broad overview of possible themes, areas to develop and stimulus within the EYFS setting designed to allow each child to progress their individual skills and knowledge. It is a guidance document that ensures breadth and depth of learning over the key stage. It takes full account of the Statutory Framework and is guided by the development of skills outlined in Development Matters and Birth to Five Matters. It demonstrates how our curriculum goals can become embedded and achieved.

### Impact:

The impact of the EYFS curriculum is under constant review through the day-to-day observations and interactions as well as summative assessment opportunities.

Transition: Enhanced transition opportunities are structured to enable the child to feel safe and supported in their new setting as well as an opportunity to gather vital information from previous carers, parents, and significant adults.

On entry assessment: Identifying individual starting points, interests and learning styles as well as evaluating any areas in need of additional support to ensure progress in line with the guidance documents.

Statutory Assessments: The 2-year-old check takes place between ages 2-3 and RBA are used on entry. At the end of Reception, the EYFS profile is completed against the ELGs and reported to parents.

Ongoing Assessment: Observation, interaction, conversations, structured learning opportunities, practitioner conversations are all used to inform next steps in learning – whether in the moment, during the session or in upcoming sessions. Weekly overview reviews inform the focus for the following week. Termly summaries are recorded to monitor individual progress towards goals and design next steps.

Our 9 curricular goals are set out in detail below, as a team we devised goals that we feel are pertinent to our children here at West End. The goals are broken down further into 3 milestones within each of the objectives. The milestones do not demonstrate every step that the children will need to achieve or work through in order to reach the end goal.

<b>Curriculum Goals</b>	
<b>Nursery</b>	<b>Reception</b>
<p><b>Settle in and become a confident learner</b></p> <p>1<sup>st</sup> milestone - children develop strong emotional connections to their key worker and staff in the setting. Achieved – when children arrive at the setting settled and quickly get busy with nursery activities.</p> <p>2<sup>nd</sup> milestone - encourage children to ask for help with staff modelling problem solving skills to children. Achieved – when children show how they can solve their own problem – for example put the straw into their own milk, select a piece of fruit independently.</p> <p>3<sup>rd</sup> milestone – children can access different areas of provision knowing where to find and how to use a range of equipment. Achieved – when children are engaged in activities of their independent choice and freely moving around the nursery setting.</p>	<p><b>Settle and become an independent and resilient learner</b></p> <p>1<sup>st</sup> milestone – children arrive into the setting and are able to access the classroom routines independently. Achieved – when children come into the class with minimal support and complete well established routines.</p> <p>2<sup>nd</sup> milestone - children frequently persevere with difficulties. They show pleasure/pride in what they have done. Achieved – when children demonstrate resilience when they come across skills they haven’t yet mastered and having a go before asking for support.</p> <p>3<sup>rd</sup> milestone – children are able to lead their own learning by deciding on their own goal and selecting appropriate resources to achieve this. Achieved – children are able to complete a self led task and talk about decisions they made in the process.</p>

<p><b>Play a ball game with a friend</b></p> <p>1<sup>st</sup> milestone – children form positive relationships with their peers and nursery staff. Achieved – when children play alongside their classmates tolerating close proximity within their chosen play space and with support can take turns and share resources.</p> <p>2<sup>nd</sup> milestone – explore a range of gross motor opportunities developing muscle tone, balance and co-ordination. Achieved – when children are able to climb stairs, run, change direction, access trim trail, roll down hills, walk on uneven ground, use large loose parts in the outside area and climb trees.</p> <p>3<sup>rd</sup> milestone – refine their gross motor skills to develop hand eye co-ordination by exploring a range of balls and equipment. Achieved – when children use balls of different sizes and materials in a variety of ways bouncing, rolling, chasing, throwing, hitting, striking, kicking and catching.</p>	<p><b>Create and play a ball game with a friend</b></p> <p>1<sup>st</sup> milestone - children are refining their gross motor skills to demonstrate accuracy and control. Achieved - when children can send and receive balls in a variety of ways accurately aiming for a partner or specified target.</p> <p>2<sup>nd</sup> milestone – children enjoy playing a variety of adult and child led games both with and without balls understanding and following simple instructions and rules. Achieved – when children can participate with these activities for sustained periods of time.</p> <p>3<sup>rd</sup> milestone – children draw on their prior experiences of different games and use these as a basis to form their own games with their peers. Achieved – when the children work collaboratively to encourage others to play their game explaining how it is played.</p>
<p><b>Make up your own stories</b></p> <p>1<sup>st</sup> milestone – children enjoy listening to stories as well as reading and sharing books with adults. Achieved – when children are excited to engage with books and stories in the classroom; book corner, sharing books with adults, favourite 5 books, class story time.</p> <p>2<sup>nd</sup> milestone – children engage in role-play drawing on their life experiences using their imagination and communication skills to support their play. Achieved - when children access small world, role-play or open-ended resources and begin to develop a storyline through their play.</p> <p>3<sup>rd</sup> milestone - children use props, pictures, role-play, resources or verbalisation to begin to share their stories with another person. Achieved – when an adult can observe a story being developed.</p>	<p><b>Make and record a story to share with someone else</b></p> <p>1<sup>st</sup> milestone – children enjoy and retell familiar stories. Achieved – when children are engaged in retelling familiar stories.</p> <p>2<sup>nd</sup> milestone – children record stories in a variety of ways so they can retell using their own resources. Achieved – children begin to record familiar stories.</p> <p>3<sup>rd</sup> milestone – children engage in a story making project and how they wish to record it. Achieved – when the children are able to make and record their own story.</p>

<p><b>Write the first two letters of your name</b></p> <p>1<sup>st</sup> milestone – children engage with a wide range of resources in a variety of activities to develop the muscles in their arms, hands and fingers. Achieved – when children access resources and activities to help develop and strengthen their muscles and refine their movements: for example, threading, painting, posting, hammering, tweezers, scissors, hole punches, playdough tools, malleable materials etc.</p> <p>2<sup>nd</sup> milestone – children mark-make in a variety of ways, beginning to ascribe meaning to their marks. Achieved – when children are observed using paint brushes, sticks and mud, chinks, pens and pencils to make marks and are able to communicate their meaning to an adult.</p> <p>3<sup>rd</sup> milestone – children use mark making equipment to write their names, making recognisable attempts at the first two letters of their name. Achieved – children frequently produce consistent marks representing the first two letters of their first name.</p>	<p><b>To write a sentence drawing on their phonic knowledge</b></p> <p>1<sup>st</sup> milestone - children are able to write recognisable letters in line with SSP delivery showing an awareness of correct letter formation. Achieved - children are writing in guided or self-led activities.</p> <p>2<sup>nd</sup> milestone – children are starting to write words and captions linked to their phonic knowledge using some correct letter formation. Achieved – children write readable words and captions for a variety of reasons.</p> <p>3<sup>rd</sup> milestone – children write an independently constructed sentence with most letters correctly formed. Achieved – children produce a sentence which can be read by a familiar adult drawing on resources from within the setting.</p>
<p><b>Design and make a model</b></p> <p>1<sup>st</sup> milestone - children can independently select resources from construction or model making areas. Achieved – when children access and use a range of different equipment showing a basic level of skill.</p> <p>2<sup>nd</sup> milestone - children are able to tell an adult what it is they are constructing. Achieved - when children can talk about what they have constructed having a purpose in mind for their design.</p> <p>3<sup>rd</sup> milestone - children can transform their initial selection through sticking/ cutting or joining into a model. Achieved - children can produce a finished model making adaptations to their original design if needed.</p>	<p><b>To design and make something to play with</b></p> <p>1<sup>st</sup> milestone - children become familiar with the variety of construction, creative and loose parts resources experimenting with how they can be combined and used for different purposes. Achieved – children are confident to use these areas effectively.</p> <p>2<sup>nd</sup> milestone – children are taught techniques to extend their repertoire of skills. Achieved – when children play independently they apply some of the skills they have been taught.</p> <p>3<sup>rd</sup> milestone – children are taught to plan, make and evaluate. Achieved - children can design and make something to play with.</p>

<p><b>Make a fruit kebab</b></p> <p>1<sup>st</sup> milestone – to recognise and name a variety of fruit and vegetables showing a basis awareness of healthy eating. Achieved – when children are able to talk about different foods and recognise how to make healthy choices.</p> <p>2<sup>nd</sup> milestone – to develop the range of tools children are able to proficiently use to effect changes to materials. Achieved – when children can use modelling tools knives, forks, spoons, scoops, tweezers to manipulate and change malleable materials.</p> <p>3<sup>rd</sup> milestone – to select and cut, chop, shape a selection of fruit and thread onto a skewer. Achieved – children enjoy making and eating their kebab.</p>	<p><b>Follow a recipe to create a healthy snack</b></p> <p>1<sup>st</sup> milestone – children are able to understand and follow a sequence of events. Achieved – children can follow 3 separate instructions.</p> <p>2<sup>nd</sup> milestone – children are able to follow directions and instructions using picture cues to count, measure and mix. Achieved – when children can accurately count out, measure, weigh or mix.</p> <p>3<sup>rd</sup> milestone – children can follow a recipe to make a healthy snack recognising the importance of a healthy lifestyle. Achieved – children can successfully create and enjoy a healthy snack.</p>
<p><b>Know our local area!</b></p> <p>1<sup>st</sup> milestone -to explore the local area allowing children to spot and identify places of significance. Achieved – Children frequently go on local area walks to learn about their surroundings.</p> <p>2<sup>nd</sup> milestone - children become very familiar with features of the local area. Achieved – Children can name landmarks and local features pointing them out when on local walks and in the school grounds.</p> <p>3<sup>rd</sup> milestone – children start to develop an understanding of the relationship between places in their immediate area. Achieved – Children start to know where landmarks are positioned in relationship to each other.</p>	<p><b>Marvellous Map work!</b></p> <p>1<sup>st</sup> milestone – children need to create birds eye maps using small world equipment. Achieved – Children can explain where they have positioned the objects on their map in relation to each other.</p> <p>2<sup>nd</sup> milestone – children can start to make maps of part of the school building and grounds. Achieved – children create a map that shows some recognisable features.</p> <p>3<sup>rd</sup> milestone – children can use a map to follow a route to different points. Achieved – children locate various points depicted on the map.</p>

<p><b>Recognise seasonal change</b></p> <p>1<sup>st</sup> milestone – children can name and label parts of the environment. Achieved – when children can identify objects such as leaf, tree, hedge, bush, shoots, blossom and flowers.</p> <p>2<sup>nd</sup> milestone – children can recognise the changes in nature. Achieved – children are able to talk about changes that will happen outside in their immediate environment.</p> <p>3<sup>rd</sup> milestone – children can talk about the differences between seasons and compare one season to another drawing on their experiences. Achieved – when children know some key features of the seasons.</p>	<p><b>Become a Hunger Hills ranger</b></p> <p>1<sup>st</sup> milestone – children get to know Hunger Hills woods and its features. Achieved – children are able to talk about the different features in the woods.</p> <p>2<sup>nd</sup> milestone – children are able to identify and describe the animals and forna that live in the woods. Achieved – children can talk about and name a selection of animals and forna found in Hunger Hills.</p> <p>3<sup>rd</sup> milestone – children begin to recognise ways to look after their local area. Achieved – children are able to help have an impact on looking after the environment.</p>
<p><b>To become knowledgeable about numbers!</b></p> <p>1<sup>st</sup> milestone –children develop their matching and sorting skills so they are ready to play and explore with a range of manipulatives understanding which are the same and which are different. Achieved – when children can match and sort using one simple criteria i.e. cars/ bears/ red / green.</p> <p>2<sup>nd</sup> milestone –children enjoy using number names and counting in everyday experiences. Achieved – children can begin to recognise numbers of importance, count objects and actions, join in with counting rhymes.</p> <p>3<sup>rd</sup> milestone – children can represent numbers and use one to one correspondence up to 5. Achieved – children are confident in using their hands, manipulative or marks to represent numbers and can accurately count up to 5 objects.</p>	<p><b>To become super subitisers</b></p> <p>1<sup>st</sup> milestone – children are exposed to a variety of resources to engage them with the concept of subitising. Achieved – children are able to perceptually subitise groups of 1, 2 and 3.</p> <p>2<sup>nd</sup> milestone – children are able to look at different representations of groups of object to develop the skills of conceptual subitising. Achieved – when children can see the relationship between 2 groups of objects.</p> <p>3<sup>rd</sup> milestone – children develop a recall of maths facts within numbers up to 10 from taught sessions and confidently verbalise their understanding. Achieved - children can conceptually subsite numbers up to 10 and apply their knowledge to real life situations.</p>
<p><b>All about me!</b></p> <p>1<sup>st</sup> milestone – children can share information about themselves expressing likes and dislikes.</p>	<p><b>Super Duper me!</b></p> <p>1<sup>st</sup> milestone – children recognise that they belong to a variety of different groups.</p>

<p>Achieved – when children recognise photos of themselves within the setting or shared through tapestry and express preferences verbally or non-verbally.</p> <p>2<sup>nd</sup> milestone – children can recall key events and celebrations from nursery and home.</p> <p>Achieved - children show an understanding of celebrations.</p> <p>3<sup>rd</sup> milestone – children understand that they are individuals but also part of a bigger group.</p> <p>Achieved - Children classify themselves within these groups.</p>	<p>Achieved - Children classify themselves within these groups within school and wider settings.</p> <p>2<sup>nd</sup> milestone – Recognise the difference between how families engage in celebrations.</p> <p>Achieved - children can identify similarities and differences between a variety of celebrations.</p> <p>3<sup>rd</sup> milestone – Children are able to identify with the experiences of different generations.</p> <p>Achieved - children can see the differences between past and present experiences.</p>
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