

Lynnfield Primary School



Early Years Curriculum

Leos



Early years Curriculum Intent:

At Lynnfield Primary School, we greatly value the importance of the early years foundation stage (EYFS) in providing a secure foundation for future learning and development. **We intend to build the foundations for school and life, using our core curriculum drivers; Inclusion for all, Aspiration, Inspiration and Partnership with Parents.**

We will provide

- **Quality and consistency**, so that every child makes good progress and no child gets left behind.
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- **Partnership working** between practitioners and parents.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

The **core principles of the Early Years Foundation Stage** are thread through the curriculum.

These principles are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured,
- children learn to be strong and independent through **positive relationships**,
- children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- children **develop and learn** in different ways and at different rates.

At Lynnfield Primary School, we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. It is also important to view the EYFS as preparation for life and not simply preparation for the next stage of education. The EYFS for children is from birth to five years of age. All children begin school with different experiences and it is our role in the foundation stage to build upon these. This is done through a holistic approach to learning ensuring that parent and guardians, support staff and the Foundation Stage team work effectively together to support the learning and development of the children in their charge.

Characteristics of Effective Learning

The Characteristics of Effective Learning describe behaviours children use in order to learn. To learn well, children must approach opportunities with curiosity, energy and enthusiasm. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all the Areas of Learning and

Playing and exploring	Active learning	Creating and thinking critically
children investigate and experience things, and 'have a go,	children concentrate, keep on trying if they encounter difficulties and enjoy achievements,	children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Development.

Early Years themes

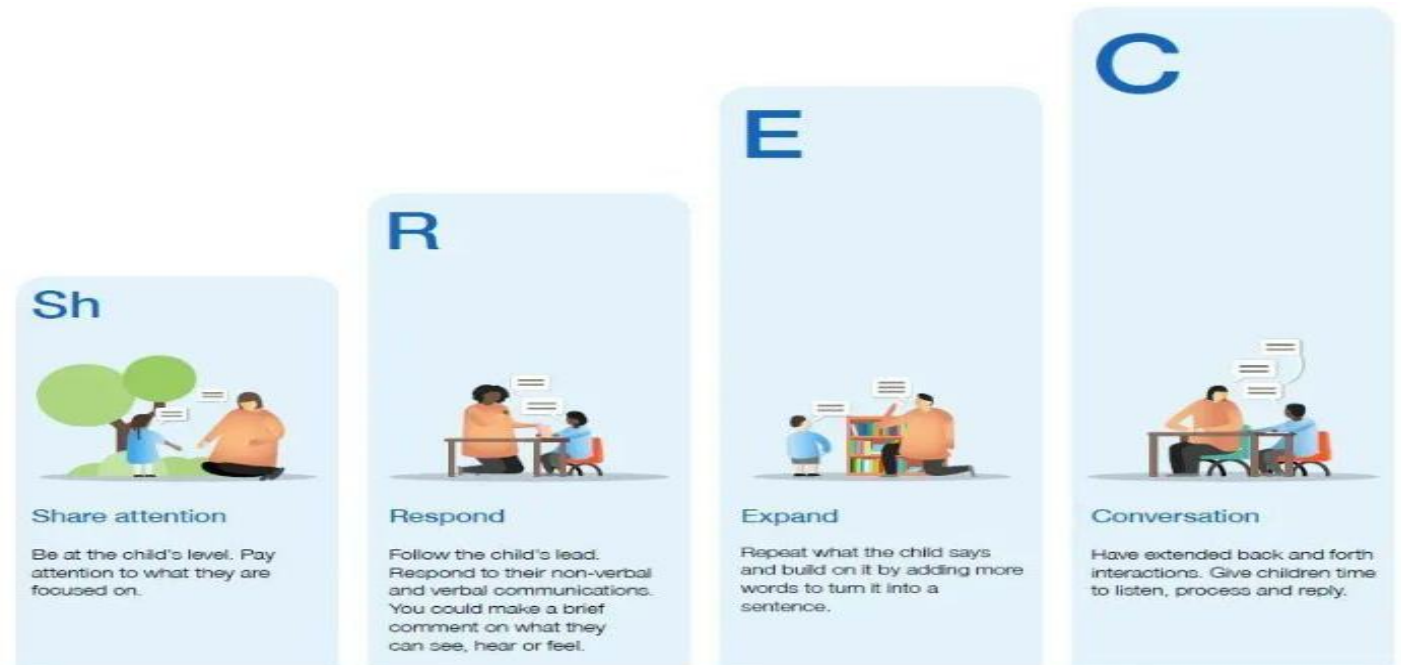
	Autumn		Spring		Summer	
Theme	Marvellous me	Let's celebrate	Light and dark	New life and growth	Travel	Wonderful world

The ShREC Approach

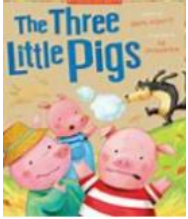
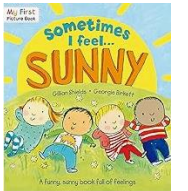
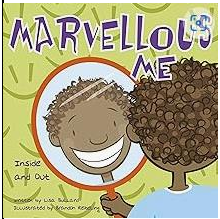
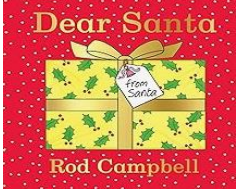
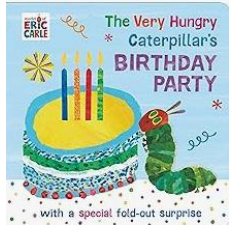
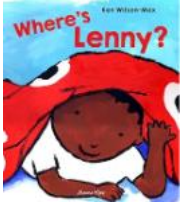
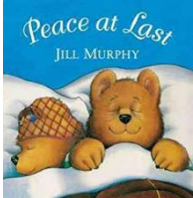
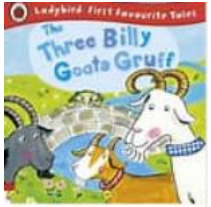
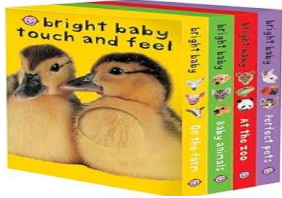
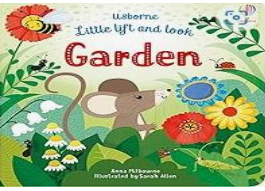
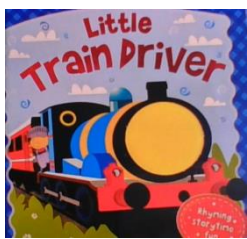
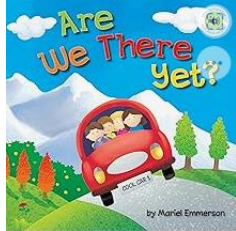
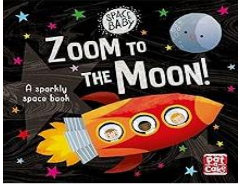
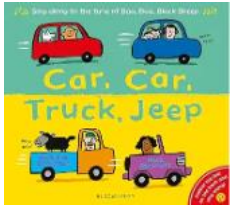
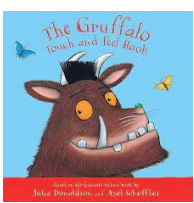
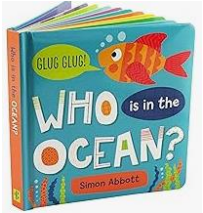
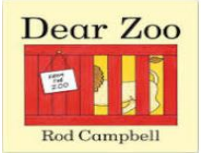
Supporting children to become better communicators is one of the most powerful things we do as early years educators. Oral language skills are fundamental to children's learning, thinking and emotional wellbeing. Children who can communicate well can make friends, play, resolve conflicts and tell us how they are feeling. The evidence tells us that we should prioritise the development of children's communication and language through socially meaningful interactions. Children thrive on conversation and discussion with people they have a strong relationship with, focused on things they want to talk about. High quality interactions often look effortless, but they are not easy to do well.

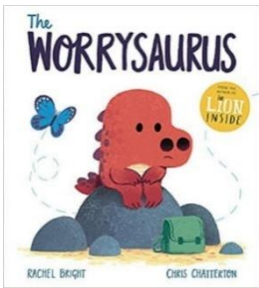
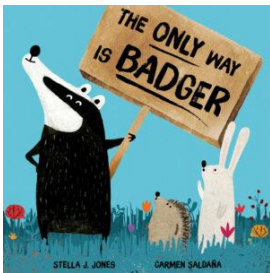
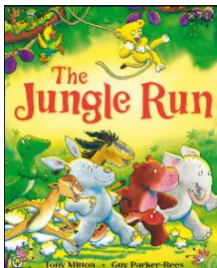
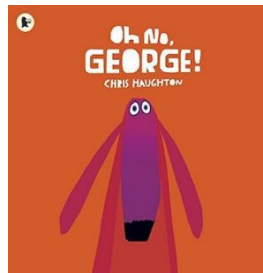
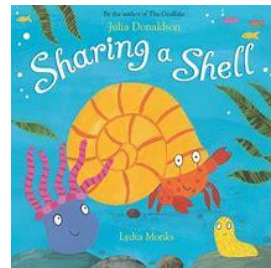
To help this we follow the ShREC approach. This provides us with a simple and memorable set of specific, evidence-informed strategies which we can embed into everyday practice. We can use these strategies with every child, every day. These strategies encourage us to become more responsive and attuned to children. They encourage children's active participation in meaningful, stimulating, and linguistically rich back and forth conversations.

At Lynnfield Primary we understand and value the importance of High-quality communication between staff and children in our setting. We aim to provide resources and opportunities for the children to be able to express themselves using Language. Our planning is carefully devised to allow children the freedom to explore and enhance their knowledge of language, we do this by creating a language rich environment and having the skills to be able to extend the tools they need for Communication, Language and Literacy.



Leo's curriculum overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Marvellous me	Let's celebrate	Light and dark	New life and growth	Travel	Wonderful world
Core texts	   	   	   	   	   	   

Rhyme of the week	Wind the bobbin up Humpty Dumpty Twinkle Twinkle	Hey diddle diddle Miss Molly had a dolly Grand old duke of York	Hickory Dickory Dock Incey winsey spider Jack and Jill	Round and round your garden Mary Mary Quite contrary Baa Baa black sheep	Wheels on the bus Row Row your boat Down at the station A sailor went to sea sea sea	One two buckle my shoe 12345 once i caught a fish alive Pat a cake Ring a ring of roses
PC	Age, Gender, Marriage, Disability, Race, Religious beliefs, Pregnancy, Sex and Sexual Orientation At Lynnfield we strive to raise awareness and teach our children about the 9 protected characteristics through the power of story to enable them to experience wide and diverse contexts that otherwise they may never encounter to develop understanding and empathy.					
Virtues	Through the safety of stories we are able to experience wide and diverse contexts that we otherwise may never encounter or even think about. It is through this variety we get to reflect on our own thoughts and actions and create a blueprint for how we might think and act in the future. Each half term we will concentrate on one of the six virtues to match or PSHE Curriculum and Assemblies:					
	Courage 	Tolerance 	Stickability 	Calmness 	Respect 	Kindness 
C+L	Intentions: - Develop the skills of listening and learning how to join in with actions. - To encourage children to talk through play. Model language and talk through what is happening. - To be given opportunity to learn new words through play and adult led activities.		Intentions: - To build on their listening and communication skills through play and adult led activities. Children to understand simple questions about 'what and where'. - Children to be encouraged to talk about what the weather and the changes they may see in winter.		Intentions: - Continue their listening skills through daily story and rhyme sessions. - Children to talk about pictures in the stories and be introduced to new vocabulary. - To answer simple what, where and who questions. Children to develop skills in describing familiar objects eg Shiny apple, Green dinosaur.	

	To understand how they are feeling and learn the new vocabulary around that. Children to listen to simple songs and rhymes and enjoy joining in with actions and movements. Children begin to build up their repertoire of songs/rhymes. Children to continue to develop listening skills and start to develop skills in understanding and answering simple questions. To continue developing pretend play and have opportunity to mimic life situations. Model play with resources singing rhymes and using props. Key teaching points: ✓ Daily register ✓ Snack time ✓ Daily story and rhyme time ✓ Phase 1 phonic games Teaching and learning opportunities provided though: • links across the curriculum • focus activities • Continuous and enhanced provision in the classroom	• To listen to and engage in stories joining in with repeated refrains. • Children to be given opportunity to act story using props • Children to continue developing listening skills and being engaged in listening to stories and rhymes. • Talk about what they can see- what is red- • Children to talk about the stories they listen to. Children to continue learning new songs to add to their repertoire eg Twinkle Twinkle Key teaching points: ✓ Kyms game ✓ Story and rhyme time ✓ Snack time ✓ Phase 1 phonic games Teaching and learning opportunities provided though: • links across the curriculum • focus activities Continuous and enhanced provision in the classroom	• Continue to develop children's language modelling using a wide range of vocabulary. • To sing and act out a wide range of songs and rhymes Key teaching points: ✓ Kyms game ✓ Story and rhyme time ✓ Snack time ✓ Phase 1 phonic games Teaching and learning opportunities provided though: • links across the curriculum • focus activities Continuous and enhanced provision in the classroom
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PSED (Links to whole school themes)	Being me in my world- understanding feelings Celebrating difference Making friends Intensions • To leave parents/cares and make a relationship with key worker. • Develop their understanding of feelings. • Talking about why they are feeling happy, sad scared and letting them know this is okay. • Help children play alongside others and start to model sharing resources. • To develop ways of managing transitions from parent to key worker. • Continue to develop relationships supporting peer play within the environment. • To continue making relationships with key workers and peers. • To develop independence in choosing and using resources. • To encourage children to notice differences such as hair colour, gender, religion	Dreams and Goals Seeking help Overcoming obstacles Healthy Me Healthy food and body Intensions • To strengthen their understanding of rules and routines. • Using visuals, develop an understanding of what is right and wrong. • To encourage children to express preferences and make their own decisions. • To continue to develop their understanding on feelings and emotions. • To understand the need to resolve conflict without hurting others eg sharing. • To develop friendships and play with and alongside others. • To tart and talk about how they are feeling. • To understand the importance of a healthy snack.	Dreams and Goals Seeking help Overcoming obstacles Healthy Me Healthy food and body Intensions • Begin to use manners using verbal/non-verbal communication e.g. 'please' and 'thank you'. • Children to continue to develop their sense of responsibility by carrying out daily tasks eg tidy time. • Enjoy playing alone or alongside others. • Show interest in others' play and with support, join in activity alongside. • With support of a familiar adult, share toys with other children. • Participate more in collective cooperation as their experience of routines and understanding of some boundaries grows e.g. sitting for short group time (3 mins), waiting for a simple instruction my name, respecting resources in the setting (ie not throwing books). • Initiate own play ideas, usually choosing areas of interest but branching out to areas they are less familiar with. • With support and guidance hang up own coat and bag.
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			Encourage children to talk about their feelings using words like happy, sad and angry.
PD-Gross	Intentions - Children to develop gross motor skills eg Bikes, push along, large outdoor mark making. start moving to music. - Support children in becoming independent eg taking coat off and hanging bag up. - Children given daily opportunity to climb, balance and use a range of appropriate resources to develop physical skills and allow for an aspect of risk taking in a safe outside environment. - Children supported in washing and drying hands. - With support brush teeth daily and know the importance behind this. Key teaching points: ✓ Healthy movers ✓ Simple command songs that focus on stopping, standing still and moving when asked e.g. Debby doo song. ✓ Movement to music ✓ beanbag and scarf songs, instruments to music – links to EAD. ✓ Outside gross motor opportunities ✓ see termly/weekly continuous/enhanced provision ✓ Songs involving naming body parts	Intentions: - Move across a arrange of apparatus in different ways eg crawling, sliding, rolling. - Enjoy squiggle sessions using chalks, chubby crayons and thick pencils. - To independently brush teeth. Key teaching points: ✓ Healthy movers ✓ Climbing and balancing apparatus. ✓ Squiggle as you wiggle ✓ Movement to music- beanbag and scarf songs, instruments to music – links to EAD. ✓ Simple rhythms to music – linked to EAD ✓ Outside gross motor opportunities – see termly/weekly continuous/enhanced provision	Intentions: - Walk, run and climb on different levels and surfaces being aware of obstacles e.g. other people. - Move in response to music using ribbons and streamers. - Walk upstairs facing forwards with both feet onto a single step at a time. - Start to move a ball by kicking or rolling. - Start to develop catching skills by closing 2 hands on a large slow-moving object e.g. balloons, scarves. - Children to further develop their pencil control through a range of activities. - Children to continue to explore different materials such as dough, pasta, paint, flour and sand. - Children supported to be more independent putting on and taking off their own coats and going to the toilet Key teaching points: ✓ Healthy Movers ✓ Simple sports day races including running in and out of cones, egg and spoon race ✓ How to safely jump on the spot and jump forward ✓ Throwing and rolling large balls with an adult and friends

			✓ Outside gross motor opportunities – see termly/weekly continuous/enhanced provision
PD- Fine	- Children to develop fine motor skills through daily activities such as threading and mark making. - To join in with finger and action rhymes copying the movements.	- To use a knife and fork during snack time. - Children to hold a pencil effectively and draw events they remember from a story or an event. - Children to explore different materials such as finger paints, brushes and shells. - To continue to develop independent eating and encouraging good eating habits and behaviours.	- Begin to turn pages in a book, may be several at once. - Participate in finger and action rhymes, songs and games, copying and imitating the movements. - Be able to put on a shoes and coat. - Use smaller paintbrushes, dabbers and chunky mark making tools to make marks on paper, e.g. circles, lines, crosses etc. - Begin to use spring loaded scissors. Continue to develop fine motor and manipulation skills and finger strength, such as Dough Disco, Finger Gym and threading.
Literacy	Intentions: - Children to enjoy songs and rhymes, tuning in and paying attention. - Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. - Say some of the words in songs and rhyme. - Copy finger movements and other gestures. - Sing songs and say rhymes independently, for example, singing whilst playing. - Enjoy sharing books. Key Teaching points: ✓ Phase 1 phonics ✓ Daily nursery rhyme sessions ✓ Daily story time	Intentions: - Children to be encouraged to asking questions beginning ‘What?’ or ‘Who’. - To independently says a few nursery rhymes. - Enjoys simple familiar stories read from picture book. - Speech modulating in loudness and range of pitch. - Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. - Asks many questions beginning ‘What?’, ‘Where?’ and ‘Who?’. - Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’).	Intentions: - Repeat and use actions, words or phrases from familiar stories. - Use learned vocabulary from familiar stories in their own play, e.g. ‘I’ll huff and I’ll puff and I’ll blow your house down’. - Fill in the missing word or phrase in a known rhyme, story or game, e.g., Humpty Dumpty sat on a ... Have some favourite stories, rhymes, songs, poems or jingles. - Be able to recognise the difference between environmental and instrumental sounds in their environment. - Copy syllable clapping for their own name. Engage in purposeful mark

	Teaching and learning opportunities also provided though: • links across the curriculum • Continuous and enhanced provision in the classroom	Key teaching points: ✓ Song of the week, rhyme times ✓ Phase 1 phonics ✓ Daily story time- model asking and answering questions. Teaching and learning opportunities also provided though: • links across the curriculum • Continuous and enhanced provision in the classroom	making and assign meaning to their marks, e.g. 'this is a dog'. Beginning to copy pre-writing shapes, e.g. circles. Key Teaching Points: ✓ Song of the week, rhyme times ✓ Topic fiction books to include those with repeated refrains and simple structures. ✓ Adults model differences between words and pictures, follow words l-r when reading etc – ✓ When introducing a book, use words 'cover' and 'pages' ✓ Model syllable clapping for name during the hello song ✓ Phase 1 phonics around sound discrimination, both environmental and instrumental. ✓ Model mark making. Teaching and learning opportunities also provided though: • links across the curriculum • Continuous and enhanced provision in the classroom
Maths	• To combine objects like stacking blocks and cups. • To join in with finger rhymes with numbers. • Develop counting like behaviours whilst playing. • To complete inset puzzles. Key teaching points: ✓ Finger rhymes to help with isolated finger movements	• Children to count in everyday contexts sometimes skipping numbers eg 1-2-3-5. • To react to changes in amount in a group of up to three items. • To understand the vocabulary lots, more or same. • Children to compare sizes using language bigger/little/smaller. To build with a range of resources.	• Shows an interest in numbers through games and playful activities. • Begin to say the number names, some of which are in the right order (rote counting) • Begin to count on their fingers. Compare amounts saying which has more or the same. • Listen and enjoy number songs and rhymes.

	✓ Daily number songs ✓ Kims games with puzzles ✓ stacking cups: hiding one, building them into a tower, nesting them and lining them up. ✓ Use available opportunities, including feeding and changing times for finger-play, outdoors and inside, such as 'Round and round the garden'. Teaching and learning opportunities also provided though: • links across the curriculum • Continuous and enhanced provision in the classroom	Key teaching points: ✓ Finger rhymes to help with isolated finger movements ready to count on fingers ✓ Number songs and stories, encouraging children to use fingers to count on ✓ Snack time links to more/less/same - Same sized bags/toast et ✓ Help children to match their counting words with objects ✓ Provide objects with marked differences in size to play freely with. Suggestions: dolls' and adult chairs, tiny and big bears, shoes, cups and bowls, blocks and containers. Teaching and learning opportunities also provided though: • links across the curriculum • Continuous and enhanced provision in the classroom	• Explore differences in size using gesture and language high/low, tall, heavy. • Notice patterns and arrange things in patterns. Key teaching points: ✓ Sorting by colour ✓ Finger rhymes to help with isolated finger movements ready to count on fingers ✓ different weights, explore and learn vocab heavier, lighter ✓ Explore size of everyday objects through the stories ✓ Register- count how many children ✓ Snack time- shapes, how many cups and plates etc Teaching and learning opportunities also provided though: • links across the curriculum • Continuous and enhanced provision in the classroom
UTW	Intentions: • Make connections between the features of their family and other families. • Enjoy looking at photographs of themselves, their family and objects. • Notice differences between people. To understand the celebration of Christmas.	Intentions: • Explore and respond to different natural phenomena in their setting and on trips. • Explore materials with different properties. • Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life. • Can talk about some of the things they have observed such as plants, animals, natural and found objects.	Intentions: • Explore objects by shaking, hitting, looking, feeling, tasting, pulling, turning and poking. • Use toys with buttons, flaps and simple mechanisms. • Match objects that pair together e.g. toothbrush and toothpaste. • Explore natural materials, indoors and outside e.g., mud, puddles, sand, grass and feathers. • Understand the current season and typical weather.

	Key teaching points: ✓ HISTORY - Talking about photographs of ourselves, family, pets and friends. Celebration photographs. ✓ PSED – similarities and differences to friends e.g. hair colour, likes and dislikes ✓ HISTORY – ordering photos of themselves and different aged family members to lead discussion around age. ✓ RE - Diwali activities ✓ RE- books and play materials that reflect the diversity of life in modern Britain including racial and religious diversity ✓ RE – Christmas activities Teaching and learning opportunities also provided though: • links across the curriculum • Continuous and enhanced provision in the classroom	• Shows interest in toys with buttons, flaps and simple mechanisms and begins to learn to operate them. Key teaching points: ✓ Science – exploring natural resources ✓ SCIENCE – Links to EAD noticing the effect of Autumn/Winter on plants and the weather. Drawing/painting the trees around school in Autumn/Winter. What clothing do we wear in Autumn/Winter and why? ✓ GEOGRAPHY/PSED – walk in the local area including school etc. Where do the children recognise? What can they name eg grass, tree ✓ SCIENCE/PSED – Looking after the outdoor environment. ✓ COMPUTER- how things work Teaching and learning opportunities also provided though: • links across the curriculum • Continuous and enhanced provision in the classroom	• Enjoys playing with small world reconstructions, building on first-hand experiences. • Uses pipes, funnels and other tools to carry/ transport water from one place to another. Key teaching points: ✓ SCIENCE – Links to EAD noticing the effect of Summer. ✓ Drawing/painting the trees around school in Summer. What clothing do we wear in Summer and why? ✓ SCIENCE – animals found in different locations. ✓ GEOGRAPHY – stories linked to different environments and journeys Teaching and learning opportunities also provided though: • links across the curriculum • Continuous and enhanced provision in the classroom
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EAD	Intentions: • Experiments with a range of media – tools, materials, sound and whole-body movement -- through multi-sensory exploration. • Moves while singing/vocalising, whilst listening to sounds and music, while playing with sound makers/instruments. • Sings/vocalises whilst listening to music or playing with instruments/sound makers • Joins in singing songs. Key teaching points: ✓ MUSIC - Naming and using simple percussion instruments. ✓ MUSIC – Sing songs and rhymes ✓ ART - drawing and painting self-portraits. ✓ DT – building houses from construction sets based on their own house. Teaching and learning opportunities also provided though: • links across the curriculum • Continuous and enhanced provision in the classroom	Intentions: • Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression. • Creates sounds by rubbing, shaking, tapping, striking or blowing. • Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow. Key teaching points: ✓ MUSIC - Changing words of nursery rhymes or adding more verses. ✓ ART - Drawing favourite parts of stories and make marks for writing, assigning meaning to the marks. ✓ MUSIC - make up movements for different animals and turn into a simple dance routine to music. Teaching and learning opportunities also provided though: • links across the curriculum • Continuous and enhanced provision in the classroom	Intentions: • Tap out simple repeated rhythm e.g. clapping, tapping knees, using an instrument. • Join in with familiar songs and rhymes. Continue to explore colour and how colours can be changed e.g. combining colours. • Develop an understanding of marks to represent objects or images e.g. using pencil lines to enclose a space whilst drawing, making marks in the sand. • Begins to take part in simple pretend play using an object to represent something else. Key teaching points: ✓ Music- playing various instruments and listening to varied performances. ✓ ART – Drawing types of transport and things that they can see in local environment. ✓ ART – Colour mixing to paint a rainbow – Teaching and learning opportunities also provided though: • links across the curriculum • Continuous and enhanced provision in the classroom
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Topic specific key vocabulary

	Maths	science	PSED	Geography	History	Music	Art/DT	RE	General
Autumn term	Puzzle Stack build	Boy Girl Hair Eyes Nose Mouth Ears Same different	Family Mum Dad Brother Sister Grandparents Carer Feelings- Happy/Sad	Home House school	Bonfire night Christmas	Nursery rhymes Instruments- Shake Hit	Draw Cut Stick picture	Celebration Belong Christmas	Child Adult Teacher safe

Spring term	Lots More Same Count number	Light Night Dark Day Winter Spring Sun Growing	Friends Happy Sad Sharing Kind Respect	Park Shops	Now Then Same different	Song Rhyme dance	Drawing Make Build	Celebration Chinese new year	
Summer Term	High Low Tall Heavy Count How many?	Animal Plant Grass Tree	Play Need want Change Growing Jobs	Jungle Farm Park Beach	Now Then	sounds Clap move	Colour Mixing build	Religion Belonging Same different celebrations	Journey Vehicle Ship Plane Digger Car safe