

Berridge Primary School EYFS Curriculum 2023

“Children are born ready, able and eager to learn. They actively reach out to interact with other people and the world around them. Development is not an automatic process; it depends on each unique child having opportunities to interact in positive relationships and enabling environments.”

COMMUNICATION & LANGUAGE

Prompts for adults

- Language
- cognitive/development
- vocabulary
- interactions
- conversation
- Quality conversations with adults and peers
- Adult support and modelling
- commenting and sensitive questioning
- Language-rich environment with a range of vocabulary
- Engaging in stories, non-fiction, rhyme, poems, songs, storytelling and role play
- Extensive opportunities to access books and reading

Important things for children to learn, do & experience

- To engage in conversations with peers and adults and observe adults' conversations.
- To learn new vocabulary and begin to understand how to use new words in conversations and play.
- To use pictures, signs and actions to deepen understanding of new vocabulary.
- To be exposed to a range of activities that increase language acquisition.
- To experience a wide range of books and different ways of storytelling.

COMMUNICATION & LANGUAGE

We commit to providing a language-rich environment where every child is supported to develop their spoken language. This will ensure that children feel confident to express themselves which will support their future cognitive development and academic success.

Our environment & relationships will help each child

- To listen and do.
- To understand how to listen carefully and why it is important.
- To follow instructions.
- To use words and actions in communication.
- To hold conversations with others.
- To develop confidence in expressing themselves.
- To use well-formed sentences.
- To begin to use tenses and a range of conjunctions correctly.
- To develop social phrases and use them appropriately.
- To develop and use new vocabulary.
- To comment, narrate, question, describe, and express opinions.
- To use talk in pretend play.
- To use talk to help problem solve.
- To experience a wide range of books and stories, poems, rhymes, and songs.
- To develop different ways of storytelling including drama, role play, small world, and oral storytelling.

Rationale -Why Are these things important?

Having a language rich environment is crucial, the first years of life are vital in giving every child the best start, with speech, language and communication skills an important indicator of child wellbeing. These skills shape a child's ability to learn, develop friendships and their future life chances.

PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

Prompts for adults	Important things for children to learn, do & experience
• Happy • Healthy • Attachment's • secure, • supportive • confidence • positive • independent • Strong, warm and supportive relationships with adults enable children to understand own and others feelings • Supported to manage emotions • Develop confidence and resilience and a positive sense of self • Independently look after their bodies and manage personal needs • Make good friendships, co-operate and resolve conflicts peaceably	• To feel safe and loved. • To learn how to understand their own feelings. • To understand, label, and manage their emotions. • To learn how to understand others' emotions. • To develop confidence to try new things or persist when things are difficult. • To understand what makes them special. • To become aware of things they are good at and things they want to get good at • To learn how to self-care. • To learn how to be a good friend.

PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

We commit to developing authentic relationships and meaningful connections with every child. This will ensure that they feel safe, and that they belong, and the trust they have in adults will give them the confidence to explore the environments, opportunities and experiences we provide for them.

Our environment & relationships will help each child

- To feel safe and cared for. And that they belong.
- To understand that who they are is important.
- To have a voice and to know that they matter.
- To develop resilience.
- To start to understand and label their emotions.
- To start to manage their emotions and feelings.
- To start to recognise the needs and wishes of others, demonstrating empathy and care.
- To understand how to interact with others and to be a play partner.
- To show an ability to negotiate and resolve conflict.
- To become a self-motivated learner.
- To develop the courage to try new things, to take risks safely, and to keep trying when things get hard.
- To celebrate effort as well as success and to recognise when they get better at something.
- To manage most of their self-care needs independently including dressing and undressing, using the toilet, basic hygiene, feeding and regulating temperature.

Rational -Why Are these things important?

Secure attachments, authentic relationships and connections give children the confidence to explore, experiment and investigate the environments that we create for them. It is those trusting relationships that provide encouragement, comfort and reassurance when children are unsure or when things and emotions are overwhelming or difficult. Children will learn how to manage emotions and how to be a good friend to be kind and to start to think about the feelings and needs of others. Whilst fostering positive relationships with others. They begin to understand behavioural expectations and why they are important, to keep themselves safe.

PHYSICAL DEVELOPMENT

Prompts for adults	Important things for children to learn, do & experience
• Happy • Healthy • Active • Sensory • coordination/stability/balance/strength • Agility/spatial/positional • All round development • Healthy bodies • Social and emotional wellbeing • Gross and fine motor skills	• To safely negotiate space understanding how to do this and why it's important. • To develop core strength and other muscle strength. • To be exposed to activities and games which help to develop balance, stability, and coordination. • To be exposed to activities and games which help to develop gross and fine motor skills. • To know some things, we can do to keep our bodies healthy. • To be able to access activities outdoors throughout each day.

PHYSICAL DEVELOPMENT

We commit to providing an environment which allows every child the opportunity to develop gross and fine motor skills. This will provide the foundation for developing healthy bodies and social and emotional well-being.	
Our environment & relationships will help each child	
• To feel safe and secure. • To be supported in trying things they may find difficult and developing new skills. • To develop gross motor skills and spatial awareness through a variety of activities. • To explore the different ways their bodies can move in PE and outdoor sessions. • To practice and refine skills such as jumping, rolling, walking, running, hopping, skipping and climbing. • To build strength, balance, stability and coordination through climbing, core apparatus, yoga and dance. • To independently use large apparatus safely. • To practice and refine skills such as climbing, holding, hanging and squeezing. • To independently use small apparatus safely. • To practice and refine skills such as throwing, catching, batting, rolling with balls, hoop and beanbags. • To identify the correct tool for the job. • To demonstrate safety when using tools. • To develop fine motor skills by safely using a range of tools with increasing competency. • To practice control of small tools such as paint brushes, scissors, knives, forks and pencils. • To hold a pencil mostly in a tripod grip. • To learn about the different ways to keep their bodies healthy and be able to talk about some things they can do.	
Rational -Why Are these things important? Gross motor skills provide the foundation for healthy bodies and social and emotional well-being. Developing gross motor skills help children gain strength and confidence in their body. Knowing ways to keep healthy will improve quality of life and enhance lifestyle. Fine motor control helps with hand-eye co-ordination which is later linked to early literacy.	

LITERACY

Prompts for adults

- Reading
- Writing
- Decoding – skilled word reading & speedy recognition
- Recognition
- Spelling
- Blending & Segmenting
- Transcription – spelling & handwriting
- Composition – articulating ideas
- Language comprehension
- Characters/setting/events/beginning/middle/end2
- Lifelong love of reading

Important things for children to learn, do & experience

- To be exposed to a wide range of stories, non-fiction books, poems, rhymes and songs.
- To experience stories told in different ways.
- To know GPC for most letters of the alphabet and some diagraphs.
- To hear the sounds in words.
- To blend to read.
- To segment to write.
- To form letters than are recognisable.
- To listen to and understand stories to retell them.
- To understand what they have read and be able to answer questions.

LITERACY

We commit to provide every child the opportunity to experience a range of reading experiences to help develop a love of reading, curiosity and wonder about the word around them. We will introduce a well sequenced reading curriculum, including stories, poems, rhymes and non-fiction such as instructions (recipe) from around the world showing a diverse range of people, places and cultures. We aim to inspire a passion and love of books.

Our environment & relationships will help each child

- To engage with book and enjoy reading for pleasure.
- To listen and become familiar with stories read to them and become confident to join in with parts of the story.
- To learn the meaning of new vocabulary and use new words in play.
- To listen carefully to stories read to them and show understanding by answering questions.
- To know about different characters and settings and begin to talk about certain characteristics.
- To begin to identify the beginning middle and end of the story through sequencing activities.
- To retell stories through drama, role play, small world, songs, drawing and writing.
- To tell their own stories.
- To make and use props in the retelling of stories.
- To recognise the letters of the alphabet and know GPC and some diagraphs.
- The hear sounds in words including initial sounds.
- To blend the sounds in words to read words, captions and sentences.
- To blend the sounds in words to write words, captions and sentences.
- To write recognisable letters, forming most of them correctly

Rational -Why Are these things important?

It is crucial to develop a lifelong love of reading, children flourish when are read to and engage with books. Reading for pleasure positively impacts children's wellbeing as well as future educational attainment.

MATHS

Prompts for adults

- Mastery of mathematics
- Strong grounding in number
- Building blocks
- Deep understanding
- Patterns & connections in number
- Building and applying
- Spatial reasoning
- Frequent, varied, rich opportunities
- Concrete manipulatives

Important things for children to learn, do & experience

- To develop firm mathematical foundations including frequent exposure to six key areas of mathematical learning, including; Counting, cardinality, composition, patter, space, shape and measures.
- To use a range of concrete objects to help gain a deep understanding of maths.
- To gain a deep understanding of mathematical key concepts.
- To have opportunities to develop early mathematical reasoning skills.
- To have access to resources to help them develop spatial awareness and vocabulary, such as scooters, blocks, small world, construction, trains and puzzles.
- To have access to resources to help them compare objects according to size or weight, height or length and begin to measure with nonstandard units.

MATHS

We commit to ensuring every child develops a strong grounding in mathematics through rich and varied activities and resources that are engaging and appropriate for their age, help children to develop a deeper understanding of (six key areas of maths) mathematical concepts.

Our environment & relationships will help each child

- To learn to count forwards and backward in sequence.
- To count objects including counting out from a larger group and things that cannot be moved.
- To match numerals with objects.
- To subitise.
- To compare objects and quantities and be able to identify equal, more, and less.
- To know the 1 more/less relationship.
- To know numbers are made up of two or more smaller numbers.
- To identify patterns in the environment including repeating patterns.
- To be able to continue, identify, and compose patterns.
- To begin to understand what happens when shapes move or are combined.
- To be able to compare two objects according to size, weight, length or height.
- To begin to use simple non-standard units such as cubes to measure things.

Rational -Why Are these things important?

Research shows that early mathematical knowledge predicts later reading ability and progression in general education. Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically.

[Early Years | NCETM](#)

UNDERSTANDING THE WORLD

Prompts for adults

- World
- Physical world
- Past
- Present
- Future
- People
- Places
- A culturally, socially, technologically, and ecologically diverse world
- A sense of the world around
- Members of society and community
- Cultural & Religious
- Similarities & Differences

Important things for children to learn, do & experience

- To explore who they are and what makes them special.
- To talk about their family.
- To talk about their community and where they live.
- To begin to recognise the similarities and differences between people and communities.
- To make connections between now and the past.
- To explore the natural world freely, observing and talking about what they see, hear, feel, smell and taste.
- To observe patterns, changes and similarities and differences in the natural world.
- To have lots of opportunities to learn, play and interact with the natural world.

UNDERSTANDING THE WORLD

We commit to every child having the opportunity to make sense of their physical world and their community through opportunities to observe, find out about people, places, technology and the environment. We aim to foster a curiosity for learning, giving children the tools to explore, question and discover the world around them.

Our environment & relationships will help each child

- To talk about what they look like and their likes and dislikes.
- To talk about their family, community.
- To talk about and discuss events in the past, present and future.
- To talk about and know where they live and the features of their local environment.
- To visit the local area.
- To explore, experience and discuss changes in the weather, day, months, and seasons.
- To plant, care for and harvest plants.
- To observe and describe the life cycle and care for living things such as frogs, butterflies or chicks.
- To experience changes in materials in the natural world, such as water when frozen.
- To experience changes in materials we manipulate such as when we cook or bake.

Rational -Why Are these things important?

Childrens personal experiences increases their knowledge and sense of world around them, as well as building knowledge it extends their familiarity with words and supports understanding across all areas.

EXPRESSIVE ART & DESIGN

Prompts for adults

- Understanding
- Self-expression
- Interpreting
- Appreciating
- Artistic and cultural awareness
- Imagination and creativity
- Wide range of media and materials
- Quality and variety
- Frequency, repetition and depth
- Vocabulary

Important things for children to learn, do & experience

- To feel confident in expressing themselves creatively
- To experience art from different cultures and artists
- To explore singing, dancing, acting, creating and roleplay
- To experiment with a wide range of media and materials
- To regularly practice different skills in art such as drawing. Painting and making
- To use a variety of tools and techniques to create different effects such as cotton buds, brushes and string

EXPRESSIVE ART & DESIGN

We commit to ensuring every child has the opportunity to creatively express themselves by providing activities which enable playful exploration of materials, processes and ideas. This in turn will nurture children's confidence in self-expression and the development of a range of skills and knowledge. We aim to ensure children are exposed to art from different cultures and artists and inspire a passion for creating.

Our environment and relationships will help each child

- To playfully explore a range of creative materials to make marks such as paint, crayons and chalks.
- To experiment with different techniques in drawing and painting.
- To use a range of tools, such as paint brushes and mark makers, scissors, glue, competently to help in the creative process.
- To begin to have an opinion about different works of art from different artists and cultures.
- To express themselves through different styles of dance and movement.
- To express themselves through different styles of music making with a range of music making objects.
- To express themselves in a range of role play and small world areas, through adult modelling.
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Rational -Why Are these things important?

Communication and expression are the ways children share their responses to what they see, hear and experience. Creative expression supports children's emotional wellbeing and reduces anxiety. Self-expression is children's way of showing they understand and know. For EAL children, creative expression is important in communicating.