Cropredy C of E Primary School

Curriculum Handbook
Early Years Foundation Stage

Updated: September 2024

Curriculum Statement

INTENT

Cropredy CofE Primary School strives to provide an attractive, safe, well-ordered, child-centred place of learning within a Christian context.

The EYFS plays an important part of this, setting the foundations for children's learning at the beginning of their school life.

Children in our Early Years Foundation Stage follow the Early Years Foundation Stage Curriculum (EYFS). This includes statutory and non-statutory documents such as Development Matters. The children receive broad and balanced curriculum that has been meticulously planned and purposefully sequenced across all 7 areas of learning. This enables EYFS children to develop knowledge and acquire skills, preparing them to be life-long learners. The "Characteristics of Effective Learning" play a vital part in the Early Years Curriculum, highlighting the importance of playing and learning, active learning and thinking critically. All the learning experiences we plan for the children allow them to utilise and develop these skills.

After their time in EYFS, we want the children to be unique individuals, with a positive attitude to learning, following the school behaviour policy of:

Ready
Respectful
Responsible

This will enable children to become independent learners who are reday for Key Stage one.

The EYFS team place at the heart of what they do the importance of positive relationships with children, parents and staff. As such the curriculum, underpinned by British Values, is tailored to meet the different needs of the students and the local community, celebrating the diverse community that we are.

The EYFS staff hold high expectations for every pupil and provide appropriate levels of challenge and support, allowing children to achieve and exceed their potential. Through a combination of expert teaching, targeted interventions and the continuous provision both inside and out, children will have the opportunity to learn collaboratively and independently.
The EYFS classrooms promote a calm atmosphere that is conducive to learning, where children are excited to learn and happy to be.

IMPLEMENTATION

The following curriculum map shows how we plan to implement and deliver the curriculum. It will ensure that children are developing understanding of their learning, not memorising facts. Using their expert knowledge, the EYFS staff will deliver the curriculum and provide children with opportunities to explore key concepts. There is flexibility in the implementation to allow for teachers to follow the needs and interests of the children in their class and well as providing no limits or barriers to children's learning. Staff ensure that throughout the year key concepts are revisited, even if 'taught' in one half term to ensure that children have these embedded in long term memory and can apply them across different contexts.

IMPACT

To measure the impact of children's learning a variety of sources will be used – observations, both from parents and staff, learning journals, conversations with children. We will know we are successful if children show that they have retained their learning of knowledge and skills and are beginning to show their understanding in different contexts. At the end of Foundation stage, children will be ready for Key Stage one, respectful of themselves and others and responsible for their learning journey.

ASSESSMENT

During child and adult-led learning, adults will make observations using the system, Tapestry.
Tapestry is an electronic system that allows adults to make in-depth observations of children's learning and experiences that informs next steps and planning.

Parents will be able to access their child's learning journey from home where you will be able to view observations made in school and also contribute your own from home.

INCLUSION

Adults withi the Early Years will have created positive relationships with the children in their class. The relationships and in depth knowledge of each child is taken into consideration when planning learning experiences.

Adults will work closely with parents to ensure that regardless of a childs needs, provision will be in place to ensure progress. The schools SENCO will have an oversight of all children who have a SEND need and the provision which is in palce for them.

CULTURAL CAPITAL

As members of the school community it is important the school adn within the village of Cropredy.

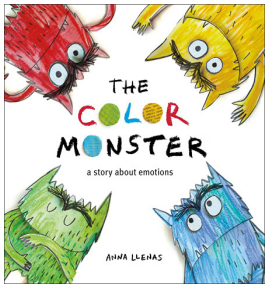
Children will have the opportunity to explore the school grounds, get to know key adults and occupations of people within the local community.

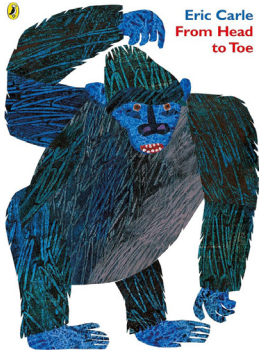
Our curriculum ensures that children have access to these experinces which further deepen their understanding of learning within the nursery.

CYGNETS CURRICULUM

MAGNIFICENT ME!

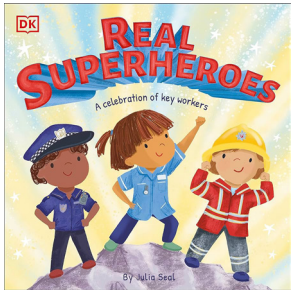
Core books

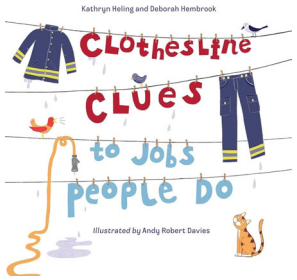




REAL LIFE SUPERHEROES

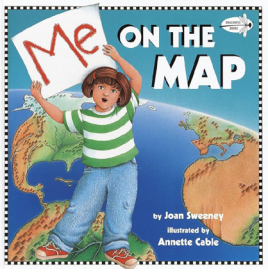
Core books





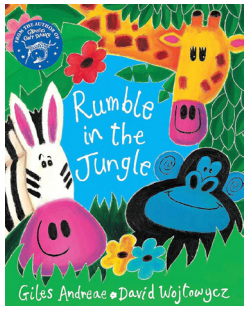
LETS EXPLORE

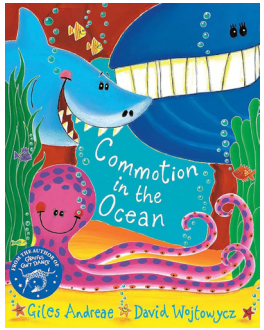
Core books

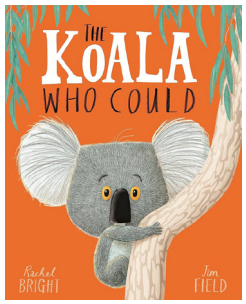


HABITATS OF THE WORLD

Core books

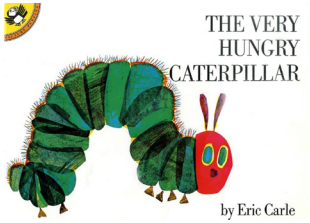


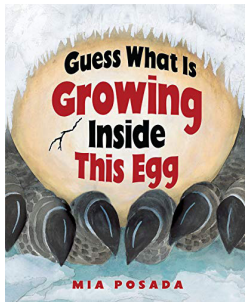


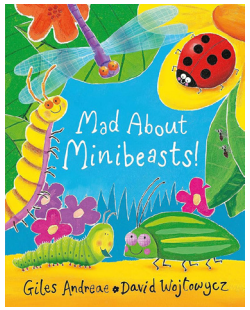


HOW DOES YOUR GARDEN GROW

Core books

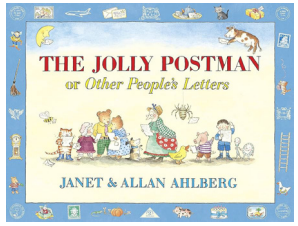






TERRIFIC TALES

Core books



As well as all traditional tales covered within the story.

Physical Development Curriculum

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional wellbeing. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

	Autumn Term One	Autumn Term Two	Spring Term One	Spring Term Two	Summer Term One	Summer Term Two
Physical Development GROSS MOTOR PE Lessons (Get Set 4 PE)	Introduction to PE: Unit 2 Forest School Session - once a week	Fundamentals: Unit 2 Forest School Session - once a week	Dance: Unit 2 Forest School Session - once a week	Ball Skills: Unit 2 Forest School Session - once a week	Gymnastics: Unit 2 Forest School Session - once a week	Games: Unit 2 Forest School Session - once a week
FINE MOTOR	Confidence with a range of mark-making tools Name writing Scissors Using cutlery correctly Painting on easel	Name writing Correct formation of letters – lowercase Scissors Knows which hand they use	Anticlockwise letters Retracing lines (ascenders and descenders) Using scissors to cut out shapes Painting on easel	Keeping letters on the line Presentation: Showing care when drawing and copying Uses variety of materials for writing effectively	Using scissors to cut out shapes. Showing care when drawing	Writing identifiable letters, correctly orientated, correct starting position

Literacy Curriculum

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

	Autumn Term One	Autumn Term Two	Spring Term One	Spring Term Two	Summer Term One	Summer Term Two
Suggested Texts Linked to topic	The Big Book of Families Let's celebrate, special days around the world Hats of Faith In Every House on every street The Big Book of Families It's OK to be different All are welcome	Non Fiction books –transport In the city Fireman Sam Percy the Park Keeper Busy People Books Supertato	Traditional Tales Aesop's Fables	Commotion in the ocean Rainbow Fish Sharing a shell Rumble in the Jungle	The Very Hungry Caterpillar Oliver's Vegetables Mad about mini-beasts The Odd Egg Guess What's Growing Inside This Egg?	The Man on the moon Theres no place like space Hidden Figures Day Monkey/Night Monkey
Nursery Rhymes & Poems	Heads Shoulders Knees & Toes Days of the week	999 Emergency Song Miss Polly	Sing a song of sixpence One grey elephant balancing		Wiggly Woo Mary, Mary Quite contrary	Zoom Zoom Zoom Jelly on a plate 5 little men

Writing	Introducing Work Books (new day new page) Writing own name Representing phonemes (initial and some subsequent) Describing Orally Labelling	Segmenting to hear sounds in words Learning the difference between letters/words/ sentences Christmas cards/ letters to Santa List writing	Rhyming: Continue Rhyming String Sequencing pictures from familiar stories (Visual) Understanding sentence structure Sequencing stories and exploring captions Captions for pictures	Applying Ph3 & HFW in writing Make a class non-fiction book Beginning to write longer pieces Simple Information text on animal/habitat	Story mapping/Storyboards Wanted/missing posters Writing own stories HFW Words Instructional writing	Description Story Structure – can write at length Writing own story/books
Literacy Reading	Telling stories through pictures – telling their own version/puppets Oral Segmenting and Blending Beginning to link sound to letters Whole class comprehension	Segmenting and Blending Reading/writing CVC Difference between fiction and non-fiction Exploring a wide range of texts Tricky Words Whole class comprehension	Reading strategies Identifying the beginning, middle and end of stories HFW Words (spelling/reading) Exploring and using new vocabulary	Use non-fiction books to find answers to our questions Non-fiction: look at a contents/ index page HFW Words Comprehension of texts	Reading Simple Sentences Reading Tricky Words Rhyming Comprehension of texts	Reading sentences. Showing comprehension of text read Fluent reading of Ph2/ Ph3 Tricky words Words
Phonics	Little Wandle Phonics	Little Wandle Phonics	Little Wandle Phonics	Little Wandle Phonics	Little Wandle Phonics	Little Wandle Phonics

Maths Curriculum

	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and ten-frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
Mathematics Number Cygnets to use White Rose Scheme supported by and NCTEM & Numberblocks Series 1 - 5	Autumn Term One	Autumn Term Two	Spring Term One	Spring Term Two	Summer Term One	Summer Term Two
	Units Getting to know you Match, sort and compare Talk about measure and patterns	Units It's me 1, 2, 3 Circles and triangles 1, 2, 3, 4, 5 Shapes with 4 sides	Units Alive in 5 Mass and Capacity Growing 6, 7, 8	Units Length, Height and Time Building 9 and 10 Explore 3D Shapes	Units To 20 and beyond How Many now? Manipulate, compose and decompose	Units Sharing and Grouping Visualise, Build and Map Make Connections
	Counting rhymes Matching, Sorting, Comparing Composition of 1, 2, 3	Subitising Composition of 4 and 5	Subitise 0-5 Represent 0-5 Composition 6, 7, 8 Odd and Even Doubling Combining 2 groups	Composition 9, 10 1 more, 1 less, Number bonds to 10 Arrangements of 10 Odd & Even	Verbal counting to 10 and beyond Building numbers beyond 10 Addition Subtraction	Sharing Grouping Odd and Even sharing

NCETM SCHEME	• identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of 'whole' when talking about objects which have parts		• continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers		• continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 • begin to generalise about 'one more than' and 'one less than' numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek	
Mathematics: Shape, Space and Measure	Comparing size, mass, capacity Patterns	Circles and Triangles Position Shapes with 4 sides Day and Night	Compare mass – finding balance Capacity (explore and compare)	Length Height Time – order and sequence	Shapes for a purpose Manipulate shapes Find 2D in 3D	Patterns Positions Maps

Communication and Langauge Curriculum

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

	Autumn Term One	Autumn Term Two	Spring Term One	Spring Term Two	Summer Term One	Summer Term Two
Communication and Language	Throughout the year children will have opportunities across all areas of the curriculum to: • Learn to speak with confidence during circle/carpet times • Learn to listen and respond appropriately with relevant comments, questions or actions • Learn new vocabulary relating to topics • Use appropriate story language to re-enact/re-tell simple and familiar stories • Listen in a range of situations • Answer why/how questions • Sequence events when speaking					

Personal Social Emotioanl Development Curriculum

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating,
and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Autumn Term One	Autumn Term Two	Spring Term One	Spring Term Two	Summer Term One	Summer Term Two
Classroom routines and rules Support children in making friends – share/play together Talking about what they like to do/ what they can do – similarities and differences Encourage joining in with new activities (Naming Body Parts, Hand washing	Maintaining and extending friendships Show care for others Cooking/Healthy Eating (chefs) Dentists (visit) Fire Safety (visit) Saying sorry and showing how you're sorry	Talking about significant events in their lives How can I help people? Develop listening skills Listening properly Staying healthy in Winter	Board Games Taking Turns Is it fair? How do my actions affect others? Helping others to stay safe	Caring for the world Problem Solving Negotiating How to care for living creatures. Feeling Proud of achievements Healthy eating (growing fruit and veg)	Favourite part of Cygnets – learning reflections Letters to next year's Cygnets class Transition to year 1 (Start carousel) Break time

Personal, Social and Emotional Development (Some Health & Self Care) Knowledge and skills from Jigsaw PSHE	• Know special things about themselves • Know that some people are different from themselves • Know how happiness and sadness can be expressed • Know that hands can be used kindly and unkindly • Know that being kind is good • Know they have a right to learn and play, safely and happily • Identify feelings associated with belonging • Identify feelings of happiness and sadness • Skills to play cooperatively with others • Be able to consider others' feelings • Be responsible in the setting	Know what being proud means and that people can be proud of different things • Know that people can be good at different things • Know what being unique means • Know that families can be different • Know that people have different homes and why they are important to them • Know different ways of making friends • Know different ways to stand up for myself • Know the names of some emotions such as happy, sad, frightened, angry • Know that they don't have to be 'the same as' to be a friend • Know why having friends is important • Know some qualities of a positive friendship • Identify feelings associated with being proud • Identify things they are good at • Be able to vocalise success for themselves and about others successes • Identify some ways they can be different and the same as others • Recognise similarities and differences between their family and other families • Identify and use skills to make a friend • Identify and use skills to stand up for themselves • Recognise emotions when they or someone else is upset, frightened or angry	Know what a challenge is • Know that it is important to keep trying • Know what a goal is • Know how to set goals and work towards them • Know which words are kind • Know some jobs that they might like to do when they are older • Know that they must work hard now in order to be able to achieve the job they want when they are older • Know when they have achieved a goal • Understand that challenges can be difficult • Recognise some of the feelings linked to perseverance • Talk about a time that they kept on trying and achieved a goal • Be ambitious • Resilience • Recognise how kind words can encourage people • Feel proud • Celebrate success	Know the names for some parts of their body • Know what the word 'healthy' means • Know some things that they need to do to keep healthy • Know that they need to exercise to keep healthy • Know how to help themselves go to sleep and that sleep is good for them • Know when and how to wash their hands properly • Know what to do if they get lost • Know how to say No to strangers • Recognise how exercise makes them feel • Recognise how different foods can make them feel • Can explain what they need to do to stay healthy • Can give examples of healthy food • Can explain how they might feel if they don't get enough sleep • Can explain what to do if a stranger approaches them	Know what a family is • Know that different people in a family have different responsibilities (jobs) • Know some of the characteristics of healthy and safe friendship • Know that friends sometimes fall out • Know some ways to mend a friendship • Know that unkind words can never be taken back and they can hurt • Know how to use Jigsaw's Calm Me to help when feeling angry • Know some reasons why others get angry • Can identify what jobs they do in their family and those carried out by parents/carers and siblings • Can suggest ways to make a friend or help someone who is lonely • Can use different ways to mend a friendship • Can recognise what being angry feels like • Can use Calm Me when angry or upset	Know the names and functions of some parts of the body • Know that we grow from baby to adult • Know who to talk to if they are feeling worried • Know that sharing how they feel can help solve a worry • Know that remembering happy times can help us move on • Can identify how they have changed from a baby • Can say what might change for them as they get older • Recognise that changing class can elicit happy and/or sad emotions • Can say how they feel about changing class/ growing up • Can identify positive memories from the past year in school/ home
British Values	Democracy: making decisions togeth Rule of law: understanding rules matter Individual liberty: freedom for all Mutual respect and tolerance: treat others as you want to be treated					

Understanding the world Curriculum

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society, such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

	Autumn Term One	Autumn Term Two	Spring Term One	Spring Term Two	Summer Term One	Summer Term Two
Topic Based Learning	Differences between each other Where do I live? Who lives with me? Talking about people in their families Introduce the calendar 100 Days of School	What is in our community? Where do we live? Different Occupations When I grow up I want to be… How/what do you celebrate?	Transport – materials that they are made of – how do they work? Night and day differences Looking at maps of the world Materials (water proof/suitability	Habitats Caring for animals Opposites – hot/cold, old/new, night day Caring for the environment (recycling) Floating and Sinking Compare UK to other habitats (Australia? Africa?	What is needed to grow? How do things change? Caring for things (lady birds and butterflies) Life cycles Look at baby photos, how have we changed	Making up stories and acting them out Cultural tales
Technology / Computing	Learning to use the class ipads and class interactive whiteboard Looking for technology in the home BusyThings, Purple Mash, TopMarks	Introducing laptops – typing names Staying Safe Online BusyThings, Purple Mash, TopMarks	Interactive storybooks Opening and closing apps Drawing Picture for parts of the story E-Safety day BusyThings, Purple Mash, TopMarks	Roamer and remote controlled vehicles Introduce the word 'algorithm' BusyThings, Purple Mash, TopMarks	Choosing ways to use technology eg on a trip, documenting the caterpillars Staying Safe Online BusyThings, Purple Mash, TopMarks	Creating and presenting information Puppet Pals/Stories BusyThings, Purple Mash, TopMarks

Skills (taught throughout the year)	Locational Knowledge o Describe my own immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps o Name the village and city the school is located in Geographical Skills and Fieldwork o Begin to use geographical skills, including first-hand observation, to enhance their locational awareness. o Collect, analyse and communicate a range of data gathered through experiences of fieldwork. o Interpret a range of sources of geographical information, including maps, diagrams, globes, photographs and geographical information systems, such as, Google Earth. o Communicate geographical information in a variety of ways e.g. maps and drawings. Place Knowledge o Identify similarities and differences between places, drawing on my experiences and what has been read in class o 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. Manmade and Natural Geography o Model the vocabulary needed to name specific features of the natural world, both natural and manmade o Understand the effect of changing seasons on the natural world around me

Expressive Arts & Design Curriculum

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

	Autumn Term One	Autumn Term Two	Spring Term One	Spring Term Two	Summer Term One	Summer Term Two
Expressive Arts and Design	Picasso - Self Portraits Representing objects and people Combining and manipulating materials and media for different purposes	Firework pictures Making Diwali Diva Lamps People Who Help Us Puppets Nativity Play	Kandinsky's art. Use circles to make trees representing seasons Van Gogh 'Starry Night' inspired oil pastel and water colour	Watercolour paintings if different habitats Make a shoebox habitat Responding to art – I see, I like… Colour mixing	Van Gogh "Sunflowers" Drawing flowers and trees growing Drawing and labelling animals Matisse "Cutouts" use to inspire to make shapes	Dance studio – responding to music through dance Make fairy tale creature and settings
Music Charanga Scheme of Learning	Songs: Pat-a-cake 1, 2, 3, 45, Once I caught a fish alive This old man Five Little Ducks Name Song Things For Fingers	Learning lines and songs for Nativity performance	Songs: I'm a little teapot The grand old duke of York Ring O Roses Hickory Dickory Dock Not Too Difficult The ABC Song	Songs: Wind the bobbin up Rock-a-bye baby Five Little Monkeys Jumping ON the Bed Twinkle Twinkle If you're happy an you know it Heads Shoulders Knees and Toes	Songs: Old MacDonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels on the Bus The Hokey Cokey	Transition Unit

Cropredy C of E Primary School