

## Year R Curriculum

Our curriculum is a blend of:

- knowledge and skills
- child-centred and adult-directed
- direct instruction and enquiry learning
- observation and interaction (intervening sensitively)
- core knowledge and emotional nurture
- taught curriculum and environmental curriculum

ROLE OF ADULT IS ALWAYS TO 'EXTEND' THROUGH DIRECT TEACHING OR WELL TIMED INTERVENTIONS

Key questions to consider when planning any learning:

- why is this particular piece of learning important now?
- how will it contribute to future learning?
- how does it build on prior learning?

Consider:

- importance of repetition / over-learning
- which children to target in continuous provision eg fine motor activities
- which children will benefit from targeted interventions from adults
- when to step back and give children the freedom to learn from each other, negotiate their play and problem solve. They cannot do this if we are constantly hovering. Observe from a distance while we work with target children who need additional support.

Assessment

- largely authentic, formative through observations, interactions, provoking, challenging, questioning
- record what helps us to understand each child, what is significant for individual children, what we might forget!
- summative - snapshot at end of EYFS to inform transition into Year 1. Shared with Year 1 teachers - in depth discussions

## Supporting children with EAL

- exploiting opportunities for language development through play - talking to the child about what they are doing, introducing linked vocabulary, not always expecting verbal responses
- chatting about home, interests, photos on Tapestry, photos taken in school setting
- encouraging development of friendships
- maths - key concepts, vocabulary
- wordless story books - opportunities to discuss, practise known vocabulary, learn new vocabulary
- Language Link to support development of receptive language
- Bell Foundation Assessment Tool - <https://www.bell-foundation.org.uk/eal-programme/eal-assessment-framework/>

## Supporting children with SEND

- inclusive
- scaffolding up (not down) from the child's starting point - providing just enough support for the child to access the curriculum

## Supporting disadvantaged children

- strong induction programme for parents and children
- home visits
- strong, secure routines
- introduce new vocabulary
- provide broad range of opportunities / experiences which children may now access out of school
- building parental capacity

Involving parents - presentations, sound cards, etc home, Tapestry, always available at door for informal chats, class assembly

Networks - termly network meetings

**Communication and Language** 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, story-telling 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.

Receptive language (understanding) - language link screening in autumn 1 - intervention programme for children who flag plus any children we are concerned about from day-to-day interactions / baseline assessment

Expressive language (spoken) - speech programmes delivered as appropriate

Opportunities to develop Communication and Language within our daily routine:

- shared reading - daily stories
- songs, rhymes, poems - poem of the week
- dialogic approach - small group talk - talk partners / talk trios - back and forth conversations, teach / model active listening, responding to others
- allowing thinking time before expected to respond
- asking questions to promote thinking / wondering
  - who, what, where, when
  - how, why, which
  - giving preferences, making predictions, reflecting
- introduction of new vocabulary through meaningful contexts - intervening in play, when reading aloud, planned through taught curriculum, worship
- informal conversations with individuals / group throughout the day
- 'show and tell' - via Tapestry - opportunity for children to speak to the class about their interests out of school - real motivation to talk publicly
- opportunities to build narratives through role play, small world play - fictional and related to own experiences

Milestones:

Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>- use words to communicate their needs</li> <li>- use words to communicate with others through play</li> <li>- respond to questions (that relate to them)</li> <li>- listen to / join in with stories, rhymes, songs</li> <li>- create and tell stories through role play / puppets</li> <li>- begin to share their own thoughts, ideas and opinions in small group / whole class discussions</li> <li>- begin to use 'because' to give a reason</li> <li>- enjoy learning new words and begin to use these themselves</li> </ul>	<ul style="list-style-type: none"> <li>- use words as main form of communication</li> <li>- speak in full sentences that clearly express their needs</li> <li>- use past, present and future tenses correctly in speech</li> <li>- retell familiar stories, orally recite / perform rhymes / poems</li> <li>- ask questions / wonder</li> <li>- understand what a 'good listener' is / does</li> <li>- listen attentively to others and respond appropriately</li> <li>- use because to explain their thinking</li> <li>- speak more confidently in front of others, sharing thoughts, ideas and opinions</li> <li>- say whether they agree or disagree with somebody else</li> <li>- continue to learn, remember and use new vocabulary appropriately</li> </ul>	

ELG01 Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG02 Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

**Personal, Social and Emotional Development** 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.

Opportunities to develop Personal, Social and Emotional Development within our daily routine:

- 'being there' for all children - adults they trust
- secure routines - to support settling in, leaving carer and feeling comfortable in classroom environment
- our 3 rules taught with understanding of what they are and what they look like in action - referred to daily and lived out through our classroom behaviours / environment
- actively building relationships with all children - getting to know each one as an individual
- supporting children to build secure relationships with others
- supporting children to make sense of their emotions
- adults consistently model polite, co-operative, friendly behaviour towards other adults and children
- 'sensitive, timely interventions' in the moment to teach children strategies to manage their emotions and the impact of their emotions on others. Moving from co-regulation to self-regulation. Observe but don't step in too quickly - allow children opportunities to resolve conflicts on their own
- daily planned opportunities to discuss emotions and how to control / change negative feelings
- feelings cards - children put peg on current emotion - adults check throughout the day and talk to children as needed

Targeted support / interventions:

- nurture groups
- 'catching good' ladders
- restorative behaviour policy

## Milestones:

Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>- separate from carer and come into classroom independently</li> <li>- learn and follow classroom routines</li> <li>- follow simple instructions</li> <li>- play alongside, or with others, sharing resources</li> <li>- take turns when supported by adults</li> <li>- begin to wait for an adult's attention</li> <li>- demonstrate friendly behaviour towards others</li> <li>- show an awareness of our school rules and try to follow these (may need reminders)</li> <li>- tell an adult if something happens they don't like (rather than hitting out)</li> <li>- manage toileting independently</li> <li>- try / eat a range of healthy foods (snack / lunch)</li> <li>- attempt to put on shoes, wellies, coat before asking for help</li> </ul>	<ul style="list-style-type: none"> <li>- come into classroom and follow morning routine independently</li> <li>- follow school rules most of the time</li> <li>- follow instructions the first time they are given</li> <li>- play co-operatively with others most</li> <li>- wait for an adult's attention if they are talking to somebody else</li> <li>- recognise and name their feelings</li> <li>- begin to control impulses when something happens they don't like - stop and think, tell an adult, try to resolve themselves</li> <li>- use cutlery competently when eating lunch</li> <li>- continue to manage toileting independently</li> <li>- continue to eat a range of healthy foods</li> <li>- put on their shoes, wellies, coat independently</li> </ul>	

**ELG03 Self-Regulation** Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

**ELG04 Managing Self** Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

**ELG05 Building Relationships** Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.

**Physical Development** 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 well-being. 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 practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Opportunities to develop Physical Development within our daily routine:

- outdoor environment - promotes climbing, jumping, digging, carrying, stacking, balancing, throwing, aiming, kicking, catching, mixing, pouring, stirring, splashing, sweeping, hanging upside-down, rolling, mark marking, role play, riding bikes and scooters, gardening, sensory learning. Plus, quiet spaces
- regular movement breaks - after carpet sessions
- opportunities to dance freely during child-initiated time - music, scarves, ribbons
- opportunities for 'tummy time' during story sessions
- transitions to line up, toilet, playground, worship, lunch - use different ways of moving eg tiptoe, march, stride, high knees, wide legs, waddle
- daily playtimes on main playground - climbing wall, balance beams, playground markings to supporting movements, games

Plus weekly taught PE sessions

Targeted support / interventions:

- OT programmes as needed
- gross motor interventions
- fine motor interventions - including dough gym
- fine motor in continuous provision - target children encouraged to visit
- fine motor in adult-directed activities so all children must visit

Milestones:

Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>- move safely around the classroom and playground</li> <li>- climb, balance, jump off equipment in Year R garden</li> <li>- explore and manipulate a range of resources eg construction, playdough, pencils, paintbrushes, playdough, puzzles, tweezers, threading, small world</li> <li>- make snips in paper using scissors</li> <li>- manage toileting needs independently</li> <li>- put on their coat and shoes</li> </ul>	<ul style="list-style-type: none"> <li>- cut around an outline with scissors</li> <li>- do up their coat</li> </ul>	

ELG06 Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

ELG07 Fine Motor Skills Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.

**Literacy** 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). 7 The Chief Medical Officer has published guidance on physical activity, which is available at: <https://www.gov.uk/government/publications/physical-activity-guidelines-uk-chief-medical-officers-report>. 10

Opportunities to develop Literacy within our daily routine:

- conversations with children
- developing narrative skills - telling / retelling stories, describe or retell events, provide instructions
- developing / extending vocabulary
- reading stories - actively involving children, discussing vocabulary, key events, checking for understanding, fostering a love of books
- wide variety of books in reading corner - fiction, non-fiction, poetry, picture books, books at children's reading level
- clipboards / paper in all areas of classroom to encourage mark-making / writing eg construction, role play, outside
- taught curriculum
  - daily phonics - All Aboard Phonics
  - dialogic approach to teaching and learning
  - daily writing - adult modelling, guided practice, independent practice
    - purposeful opportunities to write eg notes home, lists to remember, letters to FW, office, thank you cards
  - 1-1 reading / practising tricky words
  - poem of the week

Targeted support / interventions

- daily phonics interventions, additional 1-1 reading, gross / fine motor groups

Milestones:

Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>- recognise their own name</li> <li>- write their name using recognisable letters</li> <li>- say the phoneme for each taught grapheme</li> <li>- hear (at least) the initial sound in words</li> <li>- identify the grapheme that matches the phoneme heard</li> <li>- enjoy listening to stories and rhymes</li> <li>- learn and recite simple rhymes and poems</li> <li>- retell stories - using role play, actions, puppets</li> <li>- respond to stories they have heard - give opinion, predict (wonder), answer simple questions</li> <li>- begin to create their own stories orally using picture books</li> </ul>	<ul style="list-style-type: none"> <li>- say the phoneme for each taught grapheme (Phase 2 and Phase 3) - from memory or with reference to pictophones / letter chart</li> <li>- segment words into phonemes</li> <li>- write the grapheme that matches each phoneme heard</li> <li>- break words into syllables</li> <li>- read Phase 2 and some Phase 3 tricky words by sight</li> <li>- begin to spell tricky correctly in their writing - from memory or by reference to scaffold</li> <li>- begin to leave finger spaces between words</li> <li>- begin to read simple sentences and talk about what they have read</li> <li>- create and retell stories with increasing detail / use of narrative language</li> <li>- learn and perform rhymes / poems</li> </ul>	<ul style="list-style-type: none"> <li>- remember and write simple sentences</li> <li>- read simple sentences independently</li> </ul>

ELG08 Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate - where appropriate - key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG09 Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG10 Writing Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

**Mathematics** 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 tens 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.

Opportunities to develop Mathematics within our daily routine:

- carefully timed interactions during child-initiated play to help children build on mathematical knowledge and make connections
- asking open ended questions to encourage thinking, reasoning, reflecting and making connections
- opportunities to count - how many children present / dinner choices / in role play, etc
- continuous provision - number, shape, patterns, measures, spatial reasoning

Taught curriculum

- daily counting
- daily number songs / rhymes
- adults modelling, thinking aloud
- children taught correct mathematical language and encouraged to use it
- teaching how to use wide variety of manipulatives
- introducing key concepts in a range of contexts - repetition, revisiting / overlearning
- developing recall of number facts, subitising

Targeted support / Interventions to secure early counting:

- 1-1 principle (touch count each object once and say number name)
- stable order principle (say number names in same order)
- cardinal principle (last number said is the total)
- abstraction principle (any collection of things can be counted)
- order-irrelevance principle (total stays the same regardless of the order you count the objects)

## Milestones:

Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>- recite numbers to 10</li> <li>- accurately count a set of objects when in a line</li> <li>- recognise numbers to 10</li> <li>- understand concepts of more, less, same</li> <li>- recognise and name simple shapes</li> <li>- compare objects by size, length, weight</li> <li>- learn and use mathematical vocabulary</li> <li>- continue AB patterns</li> </ul>	<ul style="list-style-type: none"> <li>- count to 10 and back from different start numbers</li> <li>- count to 20 and beyond</li> <li>- recognise and order numbers to at least 10</li> <li>- write numbers to 10 from memory or with reference to number track</li> <li>- compare numbers / sets using more / less / same</li> <li>- say the number that is one more / less (up to 10)</li> <li>- solve addition and subtraction stories - using objects</li> <li>- subitise to 6</li> <li>- use mathematical vocabulary spontaneously when talking about their maths</li> <li>- name, describe and compare 2d and 3d shapes</li> <li>- create and extend more complex patterns</li> </ul>	

ELG11 Number Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG12 Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

**Understanding the World** 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.

Opportunities to develop Understanding the World within our daily routine:

- exploiting opportunities to learn about equality and diversity to enable all children to thrive
  - celebrating and accepting difference
  - modelling a confident, positive attitude towards diversity
  - answering questions openly and honestly
- time to explore and describe the world around us - adult interaction is crucial - developing early understanding of key concepts through:
  - developing own sense of place
  - developing observation skills
  - encouraging children to describe and explain what they see
  - encourage children to ask questions / wonder
- take advantage of opportunities as they arise eg animals we notice outside the classroom, fruit going mouldy, frosty mornings
- teach children about sustainability

Taught curriculum - foundations for science, history and geography but not explicitly teaching these as subjects

- Science - seasonal changes, materials (hats), states of matter (ice, water), floating / sinking, flight (aeroplanes)
- geography - exploring school grounds / Year R setting, comparing own and other places, seasonal changes, journey of bread - farms, China, Polar Lands - adaptation, weather, Inuit; Under the sea, maps (pirates)
- history - then and now (baby to school), talking about the past, Nativity, dinosaurs

## Milestones:

Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>- confident to explore their immediate environment</li> <li>- talk about the things they see, hear around them</li> <li>- observe and make comments about changes in the environment over time</li> <li>- learn about key people / jobs within school</li> <li>- name and talk about people who help us</li> <li>- begin to understand they are part of different communities: home, school, village</li> <li>- begin to recognise and understand diversity</li> <li>- learn and use new words when talking about the world around them</li> </ul>	<ul style="list-style-type: none"> <li>- demonstrate positive attitudes towards diversity in their day to day lives</li> <li>- confident to explore wider school environment</li> <li>- name and describe the things they see, hear around them using specific vocabulary</li> <li>- compare environments over time (seasonal changes, building work)</li> <li>- talk about the communities they belong to</li> <li>- compare localities and name some similarities and differences</li> <li>- talk about key traditions / celebrations and why they are important</li> <li>- use a wider range of subject specific vocabulary when talking about people, places or things</li> </ul>	

ELG13 Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG14 People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. 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.

ELG15 The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

**Expressive Arts and Design** The development of 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**.

Opportunities to develop Expressive Arts and Design within our daily routine:

- role play area changed regularly to link to topic or in response to children's interests
- small world play encourages development of own narratives
- range of media, materials and tools available for children to self-select for own art / craft projects
- range of instruments available for children to explore

Taught curriculum:

- encourages curiosity, exploration, creativity and playfulness
- adult models skills, techniques, vocabulary
- adult sensitively intervenes making timely suggestions, asking well-timed questions, teaching new vocabulary
- opportunities to explore and imitate artists' work

Milestones:

Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>- choose to explore different media and materials - art, construction</li> <li>- experiment with mark making and creating</li> <li>- say what their work is / represents</li> <li>- show pride in things they create</li> <li>- take part in dance sessions in class and PE</li> <li>- listen and respond to music</li> <li>- join in with a variety of familiar and new songs</li> <li>- develop narratives through role play and small world</li> </ul>	<ul style="list-style-type: none"> <li>- choose media and materials to suit the project in hand</li> <li>- use a variety of techniques they have learnt for own projects</li> <li>- reflect on their work - consider what improvements could be made</li> <li>- take part in dance and PE demonstrating increasing control over their movements</li> <li>- learn and perform songs, rhymes and dance sequences</li> <li>- create narratives with others - listening to others' ideas / story lines</li> </ul>	

**ELG16 Creating with Materials** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.

**ELG17 Being Imaginative and Expressive** Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and, when appropriate, try to move in time with music.