

Keir Hardie Early Years Foundation Stage Curriculum 2023-2024



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Introduction

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up. (DfE, 2017)

According to the EYFS (Early years and foundation stage) Framework, four guiding principles should shape practice in Early Years:

- 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** (the characteristics of effective teaching and learning) **and at different rates**. Our continuous provision should meet the needs of all children in early years setting, including children with special educational needs and disabilities.





The Keir Hardie EYFS curriculum:

Intent:

At Keir Hardie Primary School we place great value on the development of children as individuals and providing them with the skills, knowledge and understanding they need to prepare them for the challenges in the 21st century. Our aim in the EYFS is to build strong foundations rooted in children's emotional well-being as well as moral and spiritual development, so that ultimately our pupils go on to be active citizens of society and happy, curious life-long learners.

All children develop at different rates, this means that when the children arrive in the EYFS, there is a huge range of attainment from the start. We aim to narrow the gap in attainment between our pupils and that of children in more privileged settings, challenge each child to give their best and ensure that our children grow and develop across all areas of the EYFS curriculum. As such, we prioritise the prime areas/aspects of the EYFS curriculum (communication, personal, social & emotional and physical development) across the provision. These fundamental skills underpin every day, every activity and every classroom routine. Our children are immersed in a language rich environment to support their communication and language skills. Our enabling environment and warm, skilful adult interactions support the children as they develop their social, personal and emotional skills and begin to link learning to their play and exploration. As the pupils progress through the EYFS phase, we encourage all children to develop a love of reading, writing and number. This is delivered/achieved through the delivery of a holistic curriculum which maximises opportunities for meaningful cross-curricular links and learning experiences. Children in the EYFS provision are very young, they need to experience the world through a wide range of concrete, first hand experiences/with their whole body and they need to explore and develop their own interests. We support this by offering extended periods of play and sustained thinking with a focus on creative problem solving initiated by children's ideas. We value imagination and creativity and seek to create a sense of enjoyment and fascination in learning through a vibrant continuous indoor and outdoor provision, alongside trips, visits and regular gardening, woodwork sessions. Our investment in specialist teachers for music, computing and gymnastics mean that children continually receive high quality teaching.



Implement:

The implementation of our curriculum is based on clear pedagogy which recognises the Characteristics of Effective Learning through a balance of child-initiated and adult-directed activities. The timetable is carefully structured so that children have rigorous direct-teaching in literacy, maths and phonics everyday with regular circle time sessions to focus on personal, social and emotional development (PSED). These sessions are followed by group work where children work with adults to develop their individual targets. This focused group time means the teacher can systematically check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning.



Children are provided with plenty of time to engage in 'exploration' throughout the variety of experiences carefully planned to engage and challenge them in the provision. The curriculum is planned for the inside and outside classrooms and equal importance is given to learning in both areas. The curriculum is planned in a cross-curricular way to cover the 7 areas of learning as well as to promote sustained thinking and metacognition. Intellectual preparation and co-planning is led by the Assistant Headteacher every week with the Early Years team once a week. During these sessions the practitioners reflect on three questions: "What do our focus individuals need to learn or/and what are they are curious about? What embedded learning have we observed in this area? What can be changed to exploit the learning and interests of the children/individuals in this area?" In this way, we ensure that the children have agency over their environment and that the provision leads to depth of learning across the curriculum.



Reading is at the heart of our curriculum. Children follow the rigorous and highly successful Read, Write Inc program faithfully so that they achieve good outcomes for reading. Each topic is further enhanced with a reading box in each class with a wide range of non-fiction texts to support children of all abilities. In line with the rest of the school, both Nursery and Reception have Reading is Fun books sent home weekly. We encourage children to develop a positive attitude towards literature of all kinds and believe that parents play a vital role in this process. Parent Reading and creating a reading dialogue continues to be a part of our weekly routine at Keir Hardie.

In Reception, our maths sessions place an emphasis on studying the key skills of number, calculation and shape so that pupils develop a deep understanding and this supports the acquisition of mathematical language. Pupils learn through games and tasks, solve simple mathematical problems using concrete manipulatives (physical objects which represent mathematical concepts e.g. counters). That learning is further rehearsed and then applied to wider contexts to deepen and enrich understanding during exploration. Nursery pupils begin to develop these key skills during maths lessons where they explore sorting, quantities, shape, number and counting awareness. These early mathematical experiences are carefully designed to help pupils remember the content they have been taught and to support them with integrating their new knowledge across the breadth of their experiences and into broader concepts.

Our inclusive approach means that all children learn together but we have a range of additional interventions and support to enhance and scaffold the learning of children who may not be reaching their potential or challenge, enrich and deepen the learning of children who grasp concepts rapidly moving on children who are doing very well. This includes, for example, Box Clever, Attention Autism; or Let's Get Moving. Staff also use 'Pinny Time' which is a quick, on the spot intervention focused on sight words and blending with target individuals. The characteristics of effective learning are viewed as an integral part of all areas of learning and are reflected in our observations of children.



We tailor our staff meetings to be early years specific and we moderate outcomes across the phase so that every member of our team feels confident in making accurate judgements about where individual pupils are and has clarity in knowing their next steps for learning. This is alongside our Speech and Language therapist who helps to build subject knowledge of working with children who have communication and language difficulties.

When assessing children we use the online tracker Tapestry. This allows families to share learning in the moment and allows us to liaise with family members to tailor our curriculum to the individual child. Planning for learning happens both in advance and in the moment to stimulate awe and wonder within the EYFS children.

Impact:

It is vital that our curriculum is designed to meet the needs of our children, including our disadvantaged pupils and those with a special educational need and/or disability (SEND), so we spend time looking at and evaluating how children are learning. This is achieved through talking to children, looking at their work, observing their learning experiences and analysing data about achievement and progress. Every member of staff uses ongoing observational assessment to identify children's starting points and plan experiences which ensure children are able to do more, know more and learn more. This information is tracked on Target Tracker which enables us to identify our starting points and compare these against a national data set. We use this information on a weekly basis to plan learning experiences and next steps so that knowledge and skills are built cumulatively. Parents are aware of their children's key areas of strengths and areas for development. They contribute to the assessment and the learning of their children by communicating through the online platform Classdojo.

Our curriculum and its delivery ensure that children make good or better progress. Children in our Early Years, on average, arrive with much lower starting points in comparison to children nationally. During their time in our EYFS, children make exceptional progress so that we meet the national expectation for a good level of development (GLD) at the end of the year. Pupils also make good progress toward their age-related expectations before transitioning into Year one. We believe our high standards are due to enriched play-based exploration alongside the rigour of assessment and teaching the children experience as they progress through the early years – a rich diet of balanced learning experiences is undoubtedly the best way to develop happy, curious children.





Characteristics of Effective Learning		
Playing & Exploring <i>'engagement'</i>	Active Learning <i>'motivation'</i>	Creating and Thinking Critically <i>'thinking'</i>
Finding out and exploring <ul style="list-style-type: none"> Showing curiosity about objects, events and people Using senses to explore the world around them Engaging in open-ended activity Showing particular interests 	Being involved and concentrating <ul style="list-style-type: none"> Maintaining focus on their activity for a period of time Showing high levels of energy, fascination Not easily distracted Paying attention to details 	Having their own ideas <ul style="list-style-type: none"> Thinking of ideas Finding ways to solve problems Finding new ways to do things
Playing with what they know <ul style="list-style-type: none"> Pretending objects are things from their experience Representing their experiences in play Taking on a role in their play Acting out experiences with other people 	Keeping on trying <ul style="list-style-type: none"> Persisting with activity when challenges occur Showing a belief that more effort or a different approach will pay off Bouncing back after difficulties 	Making links <ul style="list-style-type: none"> Making links and noticing patterns in their experience Making predictions Testing their ideas Developing ideas of grouping, sequences, cause and effect
Being willing to 'have a go' <ul style="list-style-type: none"> Initiating activities Seeking challenge Showing a 'can do' attitude Taking a risk, engaging in new experiences, and learning by trial and error 	Enjoying achieving what they set out to do <ul style="list-style-type: none"> Showing satisfaction in meeting their own goals Being proud of how they accomplished something –not just the end result Enjoying meeting challenges for their own sake rather than external rewards or praise 	Choosing ways to do things <ul style="list-style-type: none"> Planning, making decisions about how to approach a task, solve a problem and reach a goal Checking how well their activities are going Changing strategy as needed Reviewing how well the approach worked



	EYFS Topics 2023-2024					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Magical Me	Festivals & Food	Houses & Homes	New Life	Superheroes	Transport
Reception	My Family	Light and Dark	Little Explorers	Growth and Change	Traditional Tales	On a Journey

CURRICULUM MAP 2023-2024

Nursery

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC	Magical Me	Festivals & Food	Houses & Homes	New Life	Superheroes	Transport
Talk for Writing text	Owl Babies by Martin Waddell	The Ginger Bread Man by Alan McDonald Non-Fiction: Card writing	The Three Little Pigs Non-Fiction: Labelling Homes from around the world	The Very Hungry Caterpillar by Eric Carle Non-Fiction: How To Make a Jam Sandwich	Supertato by Sue Hendra and Paul Linnet Non-Fiction: Information Posters	Mr Gumpy's Outing by John Burningham Non-Fiction: Recount of trip to Barrier Park
Core books	<ul style="list-style-type: none"> Things I Like by Anthony Browne Maisy goes to School by Lucy Cousins Only one you by Linda Kranz Elmer by David McKee I want my Potty by Tony Ross Would you rather by John Burningham Yoga Babies by Fearne Cotton I'm in Charge by Jeanne Willis Five Minutes Peace by Jill Murphy 	<ul style="list-style-type: none"> Kipper's Birthday by Mick Inkpen The Birthday Box by Leslie Patricelli Alfie's Christmas by Shirley Hughes The Christmas Story (RE curriculum) 	<ul style="list-style-type: none"> Town Mouse, Country Mouse by Jan Brett Cave Baby by Julie Donaldson No Matter What by Debi Gliori Triangle by Mac Barnett & Jon Klassen Guess how much I love you by Sam MaBratney 	<ul style="list-style-type: none"> Dora's Eggs by Julie Sykes A Bad-tempered Ladybird by Eric Carle Jasper's Beanstalk by Nick Butterworth Titch by Pat Hutchins Farmer Duck by Martin Waddell A busy day for birds by Lucy Cousins Mohammed and the Kittens (RE Curriculum) 	<ul style="list-style-type: none"> Superworm by Julia Donaldson Superduck by Jess Alborough The Lost Sheep - (RE Curriculum) 	<ul style="list-style-type: none"> The Train Ride by June Crebbin Duck in a Truck by Jez Alborough The Naughty Bus by Jan Oke Burningham The Magic Train Ride by Sally Crabtree
Nursery Rhymes	<ul style="list-style-type: none"> Two Little Dickie Birds Little Miss Muffet Dr Foster went to Gloucester Heads, shoulders, knees & toes 	<ul style="list-style-type: none"> Jingle Bells Baa baa black sheep I am the baker man Little Jack Horner 	<ul style="list-style-type: none"> 1,2,3,4,5 once I caught a fish a live 5 currant buns If you're happy and you know it Humpty Dumpty sat on a wall 	<ul style="list-style-type: none"> Incey wincey spider Old McDonald had a Farm It's raining it's pouring The animals went in two by two 	<ul style="list-style-type: none"> This Old Man I can sing a rainbow 10 fat sausages One two buckle my shoe 	<ul style="list-style-type: none"> Row row your boat A sailor went to sea sea sea The bear went over the mountain



	<ul style="list-style-type: none"> • Old Mother Hubbard 		<ul style="list-style-type: none"> • Hickory Dickory dock • London Bridge is falling down 			
Enrichment & Focus Days	<ul style="list-style-type: none"> • St Luke's Park-Autumn scavenger hunt • Birthdays - how old am I? • Harvest 	<ul style="list-style-type: none"> • Diwali • Christmas • Halloween • Firework night • Hanukkah 	<ul style="list-style-type: none"> • Ashburton Woods • Lunar New Year • Valentine's Day 	<ul style="list-style-type: none"> • Happy Eggs Easter • Eid • Shrove Tuesday 	<ul style="list-style-type: none"> • Library visit & dress up day (Reading superhero books) • Ramadan • Mother's Day 	<ul style="list-style-type: none"> • Transport Museum/DLR • Eid • Fathers' Day • Sport's Day • Graduation • Meet the Teacher Day & Transitions

CURRICULUM MAP 2023-2024

Reception

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC	My Family	Light and Dark	Little Explorers	Growth and Change	Traditional Tales	On a Journey
Talk for writing text	Peace at Last by Jill Murphy	Can't you Sleep Little Bear By Martin Waddell Non-fiction: List writing-seasonal clothing	We're going on a Bear hunt by Michael Rosen Non-fiction: Bears Fact File	The Little Red Hen Non-fiction: How to make bread	Little Red Riding Hood Non-fiction: Recount	Handa's Surprise by Eileen Browne Non-fiction: Writing question; Things we are looking forward to in Year 1
Core Books	<ul style="list-style-type: none"> My Big Fantastic Family by Adam Gullain So Much - Trish Cooke Crocs and Bird by Alexis Deacon Ruby's Worry by Tom Percival I Love My Hair by Natasha Tarpley Five Minutes Peace by Jill Murphy Ravi's Roar by Tom Percival My Monster and Me by Nadia Hussain 	<ul style="list-style-type: none"> Mog's Christmas by Judith Kerr Night Monkey Day Monkey - Julia Donaldson Oscar and the Moth - Geoff Warring Whatever Next by Jill Murphy All I want for Christmas by Rachel Bright Lighting a Lamp - The Diwali Story (RE Curriculum) 	<ul style="list-style-type: none"> Handa's Surprise by Eileen Browne Blue penguin by Petr Horacek Anna Hibiscus Song by Atinuke We're going on a Lion Hunt by David Axtel Our planet (non-fiction) by David Attenborough The Good Samaritan (RE Curriculum) 	<ul style="list-style-type: none"> Oliver's Vegetables by Vivian French The Very Impatient Caterpillar by Ross Burach The Tiny Seed by Eric Carle Usborne beginners - Eggs to Chicks Jack and the Beanstalk Rainbow Fish by Marcus Pfisher Click Clack Moo by Doreen Cronin The Donkey in the Tiger Skin (RE Curriculum) 	<ul style="list-style-type: none"> Little Red Riding Hood The Three Little Wolves and the Big Bad Pig by Eugene Trevizas The Three Billy Goats Gruff Goldilocks and The Three Bears The Hare and the Tortoise (RE Curriculum) 	<ul style="list-style-type: none"> The Night Pirates by Peter Harris Room on the Broom by Julia Donaldson On the Way Back Home by Julia Donaldson Through The Magic Mirror by Anthony Browne What a Waste by Jess French (non-fiction) The Poor Woman (RE Curriculum)
Nursery Rhymes	<ul style="list-style-type: none"> Rock a-bye baby 10 green bottles Diddle diddle dumpling my son John 	<ul style="list-style-type: none"> Twinkle Twinkle little star Zoom, zoom, zoom The Grand old Duke of York 	<ul style="list-style-type: none"> Humpty Dumpty sat on the wall Hickory Dickory dock I hear thunder 	<ul style="list-style-type: none"> Five little speckled frogs Mary quite contrary One man went to mow 	<ul style="list-style-type: none"> Goosey Goosey Gander Down in the jungle There was an old Lady who swallowed a fly 	<ul style="list-style-type: none"> 10 Little Monkeys jumping on the bed Jack and Jill Oranges and Lemons



		<ul style="list-style-type: none"> • We wish you a merry Christmas 	<ul style="list-style-type: none"> • Little Boy Blue come blow your horn 	<ul style="list-style-type: none"> • Little Bo Peep • I know a lady who swallowed a fly 		
R.E	<ul style="list-style-type: none"> • Harvest • Birthdays - how old am I? • Rosh Hashanah & Yom Kippur 	<ul style="list-style-type: none"> • Diwali • Christmas • Birthdays • Halloween • Firework night • Hanukkah 	<ul style="list-style-type: none"> • Valentines Day • Birthdays • Chinese New Year • Bodhi Day 	<ul style="list-style-type: none"> • Easter • Eid • Shrove Tuesday • Holi "Festival of Colours" 	<ul style="list-style-type: none"> • Ramadan • Vesak 'Buddha Day' • Mother's Day 	<ul style="list-style-type: none"> • Graduation • Birthdays • Eid • Fathers' Day • Summer Solstice/Midsummer's Day
Enrichment/Trips	<ul style="list-style-type: none"> • A local walk around our area • Gardening - Vegetables and pumpkins • Heritage Day • Cooking • Snack preparation 	Fabulous Phonics open classroom week <ul style="list-style-type: none"> • Pantomime Experience • Cooking • Christmas Production • Woodwork Sessions • Clay Curriculum 	<ul style="list-style-type: none"> • Animal Magic • Marvellous Maths open classroom week • East Ham Nature Reserve • Cooking • Gardening • Woodwork Sessions • Clay Curriculum 	<ul style="list-style-type: none"> • Gardening Sessions • Egg Experience • Easter Egg Hunt • Caterpillar Experience • Bread Making • Woodwork Sessions • Clay Curriculum 	<ul style="list-style-type: none"> • Mother's Day Open Classroom • Gardening • Cooking • Woodwork Sessions • Clay Curriculum 	<ul style="list-style-type: none"> • Father's Day Open Classroom • Woodwork Sessions • Clay Curriculum • Visit to St Margaret's Church



Educational Programmes

Communication and Language	Personal, Social and Emotional Development
<p>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.</p>	<p>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.</p>





Physical Development	Literacy
<p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, coordination 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, coordination 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 coordination, 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.</p>	<p>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). Children will participate in daily phonics sessions and will be grouped depending on their age and stage. Reading books will be sent home that match the group that each child attends. Children will read with a teacher at least once a week.</p>

Mathematics	Understanding the World
<p>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</p>	<p>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, places of worship and museums to beginning to understand processes such as life cycles, how to care for plants and animals</p>



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.

and exploring the world around us. 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.

It is important to note that Religious Education is taught in the EYFS in an inclusive way. Children take part in a Christmas production, celebrate various celebrations such as Eid and Diwali. They spend time looking at celebrations and cultural gatherings of various faiths within our EYFS community. We use the agreed Newham Syllabus for RE and children cannot be withdrawn from this in the EYFS as it is embedded in the curriculum.

Expressive Arts and Design

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.