

EYFS CURRICULUM

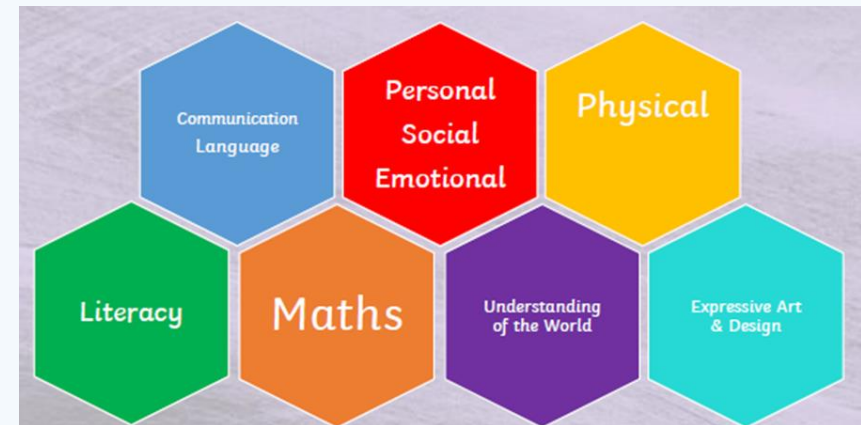


The Statutory EYFS Framework

The Early Learning Goals (ELGs) are the knowledge, skills and understanding which young children should have acquired by the time they reach the age of five.

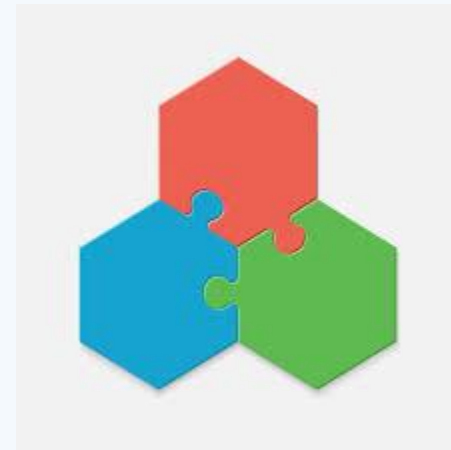
There are three prime areas of learning:
Communication and Language Development
Personal, Social and Emotional Development
Physical Development

There are four specific areas of learning:
Literacy
Maths
Understanding the World
Expressive Arts and Design





- **Intent**
- **Implementation**
- **Impact**



The slides below inform you of our intent, implementation and impact.

Our Aspirations



EYFS at Alton Infant School
Curriculum has our young pupils at
it's heart. Through what they learn, we
want to help them become:

We have created six 'learning characters' to help develop
the skills we feel are most important to our children at
Alton Infant School.

Reflective Ladybird

I think about my learning and wonder
what I have done well. I then think
about how I can improve my learning
or what I can do differently to make
my learning even better.



Resilient Tortoise

I keep on trying and don't give up.
It doesn't matter how hard I find
my learning. When things get
tough I use my resilience to stick at
a task and always try my best. By
being resilient I find that learning
becomes easier than I thought.



Curious Cat

I think, wonder and ask questions
about my learning. This means that I
can find out about things and use
these ideas in my learning. I really like
to investigate and explore to find the
answers to my questions.



Considerate Hedgehog

I consider the feelings of my friends to
ensure that they can learn in a caring
environment. I know my UNICEF Rights
and use these to help my own thinking
and to help respect other children and
the planet.



Brave Spider

I am not afraid to take risks. I love to
try something new and never say no,
even though I might think it is
something scary. I am not afraid of
making mistakes as these help my
learning. By taking risks I feel really
good about myself and realise I can
do things when I try.



Concentrating Caterpillar

I concentrate on what I need to do
even when my friends are trying to get
me to do something different. By
concentrating I know I can improve my
learning.





- We believe in our aspirations.
- Our learning characters feature throughout life at Alton Infant school and play a huge part in the success of each individuals journey.
- Our main threads for a successful EYFS are based upon:
 - Communication and language
 - Personal, social and emotional skills
 - Characteristics of effective learning

Playing and Exploring

Children investigate and experience things and 'have a go'.

I can recognise that my actions have an effect on the world, so I like to repeat them.

I can guide my own thinking and actions by talking to myself as I play.

I can make independent choices.

I can plan and think ahead about how I will play with objects.

I can bring my own interests and fascinations into early years settings.

I can respond to new experiences when they are brought to my attention.

Active Learning

Children concentrate and keep on trying if they encounter difficulties and enjoy achievements.

I can keep on trying when things are difficult.

I can begin to correct my mistakes.

I can begin to predict sequences because I know routines.

I can participate in routines.

I can show goal-directed behaviour.

Creating and Thinking Critically

Children have and develop their own ideas, make links between ideas and develop strategies for doing things.

I can take part in simple pretend play.

I can sort materials.

I can review my progress as I try to achieve a goal and check how well I am doing.

I can solve real problems.

I can feel confident about coming up with my own ideas.

I can use pretend play to think beyond the 'here and now' and to understand another perspective.

I can concentrate on achieving something that is important to me.

I can make more links between my ideas.



Characteristics of effective learning

Playing and exploring engagement

Finding out and exploring
Playing with what they know
Being willing to 'have a go'

The thrill of learning

shows curiosity initiates acts out
represents engages pretends
risk takes **Thrill** explores
likes challenges seeks out
uses senses role plays 'can do'

Active learning motivation

Being involved and concentrating
Keeping trying
Enjoying achieving what they set out to do

Wanting to learn

shows satisfaction motivated
persistent focused proud of effort
attentive **Will** involved
concentrates energetic fascinated
perseverance enjoys the challenge

Creating and thinking critically thinking

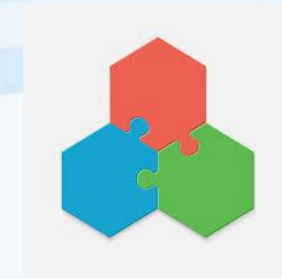
Having their own ideas
Making links
Choosing ways to do things

Ability to learn

has ideas finds solutions plans
new thoughts predicts creates
evaluates **Skill** tests out
chooses problem solves checks
makes links sees patterns adapts

The Characteristics of Effective Learning are central to our ethos - Playing and exploring; active learning and thinking critically. We consider the individual needs, interests, and development of each child in our care and use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development.

Intent



EYFS at Alton Infant School has our young pupils at its heart.

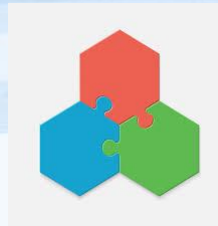
Four main points are central to its aim – first hand experiences, knowledge of the world, oracy and well-being. Through their first-hand learning experiences, the early years children of Alton Infant School aspire to be: curious, confident, concentration, resilient, brave, and considerate.

We provide our children with a curriculum that is designed to be flexible, engaging and exciting so that their unique needs, passions and interests are fully embraced. Every child is recognised as a unique individual and we celebrate and welcome differences in our school community. We intend to:

- Broaden minds and children's outlook on life.**
- Provide experiences of awe and wonder.**
- Consider our cohorts backgrounds and experiences.**
- Develop knowledge and understanding of the school community, Alton community and the wider world.**
- Support ALL our families in partnership.**
- To be the best they can be.**



Implementation



Staff in the EYFS work vigorously to create a nurturing environment that fosters personal, social and emotional development and communication and language skills, whilst also promoting a love of learning through our appealing topic based curriculum. We work hard to ensure that every child feels safe and can thrive.

Our strong focus on speech and language development allows children to access the EYFS curriculum and, in turn, make excellent progress towards reaching the good level of development at the end of their Reception year.

Each half term, EYFS staff introduce a new theme to provide inspiration for learning, whilst providing the flexibility for children to follow some of their own interests during discovery time. Children become 'absorbed' into their learning via well-planned imaginative and creative experiences. These experiences engage and motivate the children to explore knowledge and new ideas. The outcomes are celebrated through assemblies, classroom celebrations such as 'Characteristic boards, WOW tree, rainbow, class/team points and as part of individual learning journeys. Children learn through a balance of child initiated and adult directed activities.



Implementation



Our learning environments, alongside interactions with our skilled practitioners, are carefully planned and resourced to allow children the opportunities to:

- Develop their communication and language skills.
- Build positive relationships with adults and peers.
- Develop confidence, independence, and resilience.
- Develop their gross and fine motor skills.
- Learn through active play and exploration.
- Enjoy learning and have fun.
- Gain the basic skills, knowledge and understanding required to become confident school-ready learners.

In order to account for the individual needs of our children, we implement the curriculum in a purposeful and meaningful way. This is done through high quality teaching of knowledge, skills and vocabulary, which span across the range of areas within the early year's curriculum. We are therefore able to ensure that all children are engaged in becoming creative, resilient, independent and aspirational learners.





Play, Scaffolding, Modelling and Directed Teaching



How do we teach children at Alton Infant School -

In our classrooms, you may see children playing alone or with their peers, deciding on resources and choosing how to spend their time. You may see children playing and listening to an adult, who is modelling how to achieve something or teaching them a new skill.

Adults may scaffold a child's play. This involves taking their play to a higher level of learning, entering the play at a crucial moment to help provoke a framework for the children to go from 'what they know' to 'what else they could know'! Scaffolding enables a child to solve a problem, carry out a task or achieve a goal which is just beyond his or her abilities. During play personal, social and emotional skills are developed, a high priority at Alton Infant School. scaffolding is a bridge to new skills using three key ingredients; modelling the skills, giving clues and asking questions while the children try out a new skill, and then support as the child approaches mastery, withdrawing the support.

Play, Scaffolding, Modelling and Directed Teaching

- The new statutory framework does not prescribe a particular teaching approach. The Dfe (2021) state in the framework (p16) that 'Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults.'
- At Alton Infant school, the EYFS team decide what we want our children to learn in our classrooms, through provision, and the most effective ways to teach it. Each day, we stimulate children's interests, respond to each child's emerging needs and guide their development through warm, positive interactions coupled with secure routines for play and learning. As children grow older and develop their skills throughout the reception year, we use more direct teaching and modelling and plan specific sequences of lessons. These strategies help us to focus on teaching the essential skills and knowledge on the specific areas of the curriculum so that children develop the skills and confidence required for the end of their Reception year.



Our Classes Willow and Elm

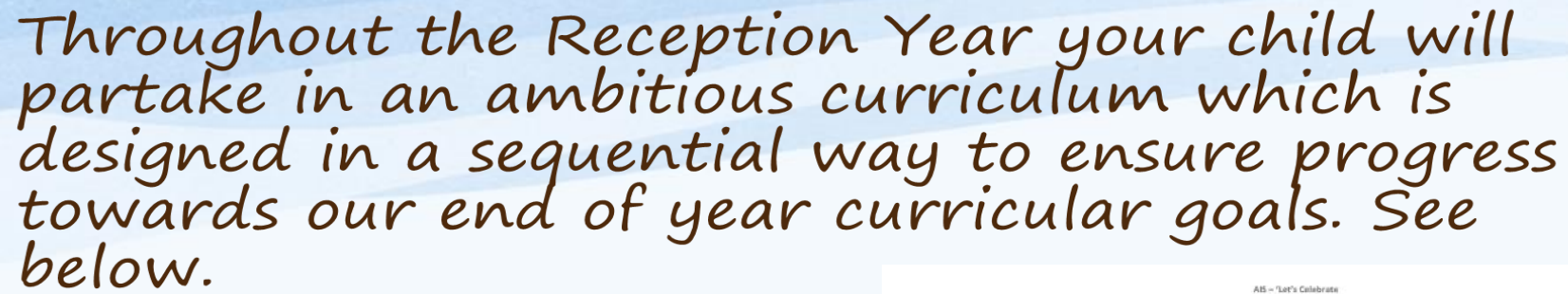


At Alton infant school, we have two reception classes. The classrooms are large and mirror each other in the provision they provide. We also have a large dedicated outdoor area. The classrooms have a variety of free choice provision. Each class has a full-time teacher, supported by a T.A.

Staff are organised to support the children in a balance of adult-led and child-initiated experiences throughout the sessions and the EYFS children have free flow access to outdoor learning and provision.

The experienced team plans a variety of exciting learning opportunities each day as well as responding to unplanned interests from the children.





EYFS Curriculum links



Long term plans and Medium term plans

At Alton Infant School we understand that the ability to communicate is central to success in life as well as education. Many children who come to Alton Infant School need additional support with communication and language; as such, we ensure communication and language skills and development underpin all other areas of learning. We understand that children's personal, social and emotional skills are the building blocks of success in life. We have many activities throughout our curriculum to proactively support our children's mental health, development and wellbeing.

We strongly believe in giving children the skills to name, recognise, talk about, and use strategies to managing their feeling is vital. We use 'The Colour Monster' by Anna Llenas to help with this.





In Reception we currently follow the White Rose Maths Scheme. We believe every child can do maths. The philosophy behind White Rose Maths also focuses on making maths fun for children and helping them to find enjoyment in number problems. It's principles:

Ensure All Pupils Have the Same Opportunities to Learn. ...

Focus on Deepening Children's Understanding. ...

Explore – Draw - Calculate

Regularly Assess Children's Progress.



The lesson planning materials help teachers adopt a maths mastery approach. ... These small steps help us plan and structure lessons, and choose resources that are perfectly suited to where children are in terms of progress.

Each week the children are given Maths challenges to practise at home and consolidate learning..... This is a valuable tool in informing parents about what has been learnt in school. We ask parents to complete these tasks and put evidence in their Class dojo portfolios.

We also use other support programmes to enhance our teaching.





'Unlocking letters and sounds' programme.

At the heart of Unlocking Lessons and Sounds are digital lessons, one for every day of teaching, from the beginning of Reception (Phase 2) to the end of Autumn term in Year 2. Each digital lesson can be delivered on a screen or whiteboard to a class or group of children, and covers the letters/CEW introduced that day, as well as revision of work covered to date.













Each week the children are given the sounds to practise at home and consolidate learning..... This is a valuable tool in informing parents about what has been learnt in school. We ask parents to practise reading these graphemes every time that they hear their child read.

We have our own unique school PHONICS song and our learning creatures visit you at home to help learn all our tricky/CEW words.



By the end of the year, can children hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases? (ELG PD- Fine Motor)

Pencil Grip Progression

FISTED GRIP	DIGITAL PRONATE GRIP	4 FINGER GRIP HIGH INDEX	HOOKEED WRIST OR EXTENDED WRIST	CROSS THUMB	THUMB TUCK	JOINT OF INDEX FINGER AND THUMB IN A FLEDGED POSITION	INDEX FINGER JOINT IN HYPER EXTENDED POSITION	THUMB IN HYPER EXTENDED POSITION	STATIC TRIPOD GRIP-3 FINGER GRASP, FINGERS MOVE AS ONE	LATERAL TRIPOD	DYNAMIC TRIPOD GRIP
1-2 YEARS	2-3 YEARS	3-4 YEARS	4-6 YEARS							6-7 YEARS	
											
Pencil is held in the palm. All fingers and thumb are used. Movement is from the shoulder; the arm and the hand move as a unit. Light scribbles are produced with this pencil grip.	All fingers are holding the pencil but the wrist is turned so that the palm is facing down towards the page. Movement comes mostly from the elbow and the shoulder is now stabilized. Horizontal lines, vertical lines and circular lines are able to be copied.	Fingers are held on the pencil shaft opposite the thumb, beginning to form the arc between the thumb and index finger. Movement occurs from the wrist; the hand and fingers move as a whole unit. Zigzag lines, crossed lines and simple humans can be drawn with this grip.	A three-finger grasp, where the thumb, index finger and middle finger work as one unit. Movement is usually from the wrist with this static grasp. A static quadropod grip has a fourth finger involved. Triangles, circles and squares can be copied with this grip.							Pencil is held in a stable position between the thumb, index and middle finger. The ring and little fingers are bent and rest comfortably on the table. The index finger and thumb form an open space. Movement comes from the fingertips. This is the ideal grip to move the pencil efficiently, accurately and for letter formation practice.	

Reception Age Range

EYFS Writing Progression Map

WRITING High Frequency Word Tracker

Phase 2		Phase 3			Phase 4			
I the to	no go into	he she we me be	was you are	her all they me	said have like so	do some some little	one were there	what went out



WRITING Phase 2/3 Tracker

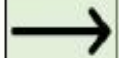
Phase 2					
s a t p	i n m d	g o c k	c k e u r	h b f f f	l l s s



Phase 3					
j v w x	y z z z g u	ch sh th ng	ai ee igh oa	oo o oar or	ow oi er
ear air ure					

WRITING SOUNDS, ORDERING SOUNDS, SENTENCE WRITING

I can write my name	I can write some recognisable letters when I write	I am working on representing some sounds in order when I sound out	I can write initial and end sounds	I can write cvc words using phase 2 sounds I am starting to write ph 2 tricky words	I can write cvc words using some digraphs I am starting to write ph 3 tricky words	I can write simple captions like to match a picture	I can write a simple sentence using my phonic knowledge and knowledge of tricky words	I am starting to use a full stop I can reread what I have written	I am starting to use some finger spaces between my words I am forming my letters correctly I am starting to use capital letters	My writing can be read by others. Some words are spelled correctly, and others are phonetically plausible. I can spell many HFW words
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Writing
Progression
In the EYFS

EYFS Phonic & Reading Progression Map

High Frequency Word Tracker

Phase 2		Phase 3			Phase 4			
I	no	he	was	her	said	do	one	what
the	go	she	you	all	have	some	were	went
to	into	we	are	they	like	some	there	out
		me		me	so	little		
		be						

Phase 2/3 Tracker

Phase 2					
s a t p	i n m d	g o c k	c k e u r	h b f f f	l l s s
Phase 3					
j v w x	y z z z q u	ch sh th ng	ai ee igh oa	oo o oar or	ow oi er ear air ure

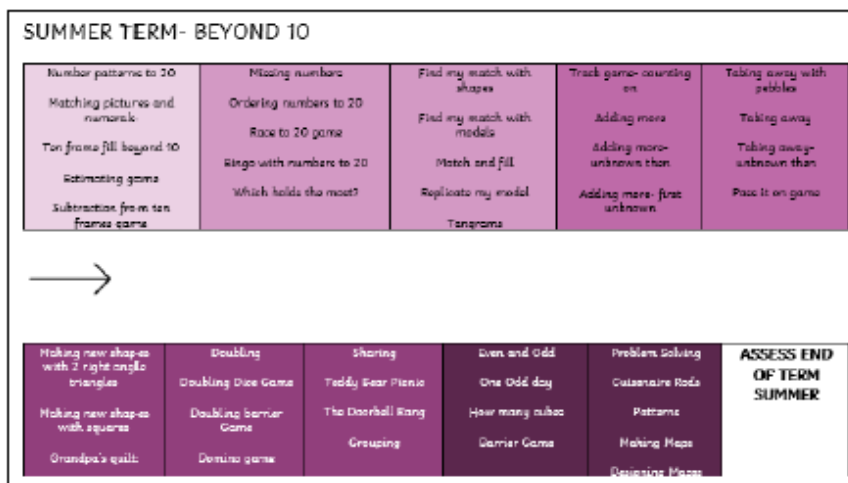
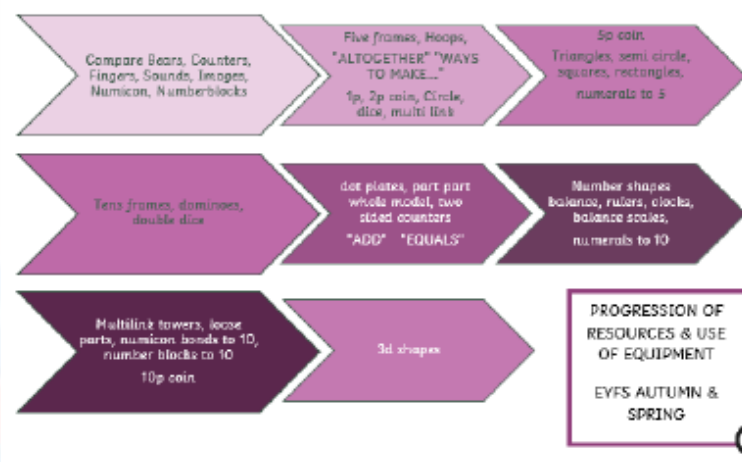
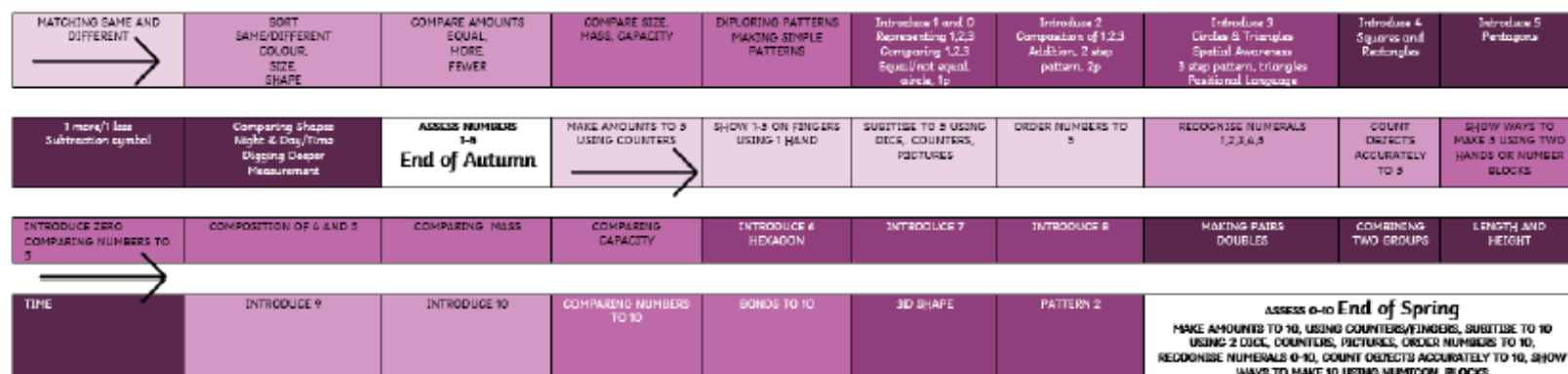
Blending and Segmenting

Reading initial sounds individual letters	Blending sounds into words Oral blending	Reading letter groups (Digraphs) to represent one sound.	Read a few common exception words	Segment and blend words in reading book	Read simple words and sentences with known letter sounds	Reread books to build up confidence and fluency	Recall of more tricky words	Know at least 10 digraphs	Read aloud books containing phase 2 and 3 sounds	Read words containing blends cvcc ccvc ccvcc
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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

Reading Progression In the EYFS





Mathematics Progression in the EYFS



Parent partnership

We value the contribution that our parents and carers make to their child's learning and take every opportunity to work in collaboration with them. We provide an opportunity for parents to complete 'WOW' leaves and celebrate their ongoing successes. We connect with parents through an online platform called 'Class Dojo'. We encourage parents to add observations and celebrations from home so that we can gain a wider view of their child.

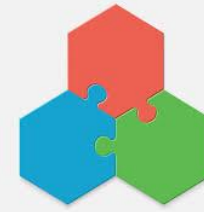
In the Autumn and Spring terms we hold parents' consultations and in the Summer term we send home detailed reports.

The children take weekly reading books to share along with a reading record book which parents/carers are asked to write in every time they read with their child. We also send home our 'Unicef bear' each weekend with a child to choose their rights (UN Convention). The parents/children have access to Class Dojo for daily correspondence and for parents to ensure that they are up to date with current learning and activities taking place – weekly pic collages are posted and individual photographs are added to the portfolios.

Community links – Over the year we also invite local members from the community into school to support our topics. We also arrange local trips – library, train station, market, local supermarket and the church.



Impact

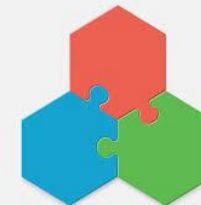


The engagement of the children in Early Years at Alton Infant School will equip them with the foundation of knowledge and skills necessary to access the Key Stage One curriculum. For example, children leaving Year R will have a secure understanding of foundational mathematical and scientific concepts alongside well-established early reading skills. These skills are established through daily phonics, storytelling sessions, and individual reading practice. This range of high quality input uses a wealth of “rich” texts to inspire a love of reading.

Children will have developed the self-esteem and resilience required to be successful learners beyond their time at Alton Infant School, communicating their wants and needs, and using appropriate independence skills to support their learning and life skills.



Alton Infant School
Sowing the seeds of learning



CURRICULUM GOALS



ALTON INFANT SCHOOL – OUR OVERALL CURRICULUM GOALS



COMMUNICATION & LANGUAGE

ASK a relevant question, make a relevant comment
CONVERSE in a back and forth exchange with friends and teachers
EXPRESS ideas and feelings with confidence



PERSONAL, SOCIAL & EMOTIONAL

Show EMPATHY to others
Show DETERMINATION to complete a goal
Show RESILIENCE in the face of challenges
Show CURIOSITY about the world around them



PHYSICAL DEVELOPMENT

USE cutlery with confidence
HOLD a pencil effectively
RIDE a two wheeled bike



LITERACY

RETELL a story through play
READ simple sentences and books containing phase 2 and phase 3 sounds
WRITE simple phrases and sentences that can be read by others



MATHEMATICS

UNDERSTAND in depth numbers to 10, including number bonds
RECOGNISE the pattern of the counting system
COMPARE quantities in different contexts



UNDERSTANDING THE WORLD

KNOW their own family tree
CARE for a animal
APPRECIATE different religious and cultural communities in their own hometown, and around the world
UNDERSTAND how to read a simple map



EXPRESSIVE ARTS & DESIGN

CREATE a painting through musical inspiration.
PERFORM a story, song, poem or rhyme to an audience



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