

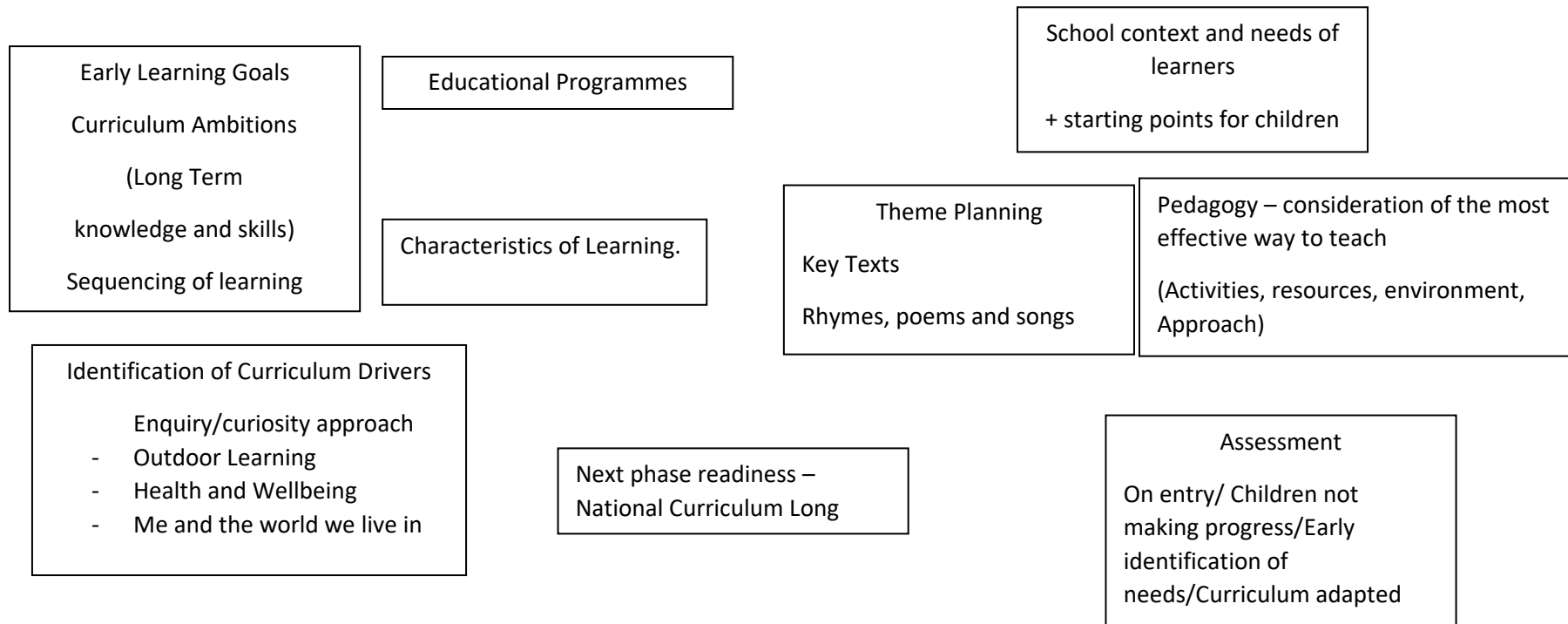


EYFS CURRICULUM OPPORTUNITIES/PEDAGOGY

Our Curriculum Development journey ...

This document shares examples of the wide variety of rich experiences, activities, resources and environment opportunities we provide which are crucial to child development enabling children to achieve milestones and meet Early Learning Goals. This is our pedagogy.

We use a play-based curiosity approach, with characteristics of effective learning at the core of what we provide. Whilst individual needs, interests and development is considered, we aim to broaden each child's horizon, providing new experiences to promote learning and development.



EYFS CURRICULUM OPPORTUNITIES (Activities and experiences we provide to enable children to develop)			
Communication and Language Educational Programme (0 – 5 years) 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	Daily story time, gradually building upon the length and complexity of stories. "Book of the Week" texts, relating to children's own interests and stimulated interests. Repeated reading. Access to a range of texts during independent learning. (fiction, non-fiction, picture books, sensory books) Pointing to specific images and naming. Repeated opportunities to hear, learn, rehearse and develop new vocabulary and language. Parallel Talk – adult provides a commentary of what you or child are doing "you are playing with the pink teddy" Self Talk – adding a commentary to own actions – "I am washing my hands so that they are clean" Expansion – child says cow. Adult says brown cow.	Adult questioning and modelling of answers. (not too many questions/ open ended for 4yrs+ such as How and Why) Narrating and commenting on everyday actions – Let's take your shoes off. (making connections to language and objects). You are pushing the baby very gently. Modelling quiet voices and using stories to change tone and volume of voices. Good eye contact. Positive responses from adults – facial expressions smiling, introducing new words and appropriately placed pauses – 10 seconds processing time to answer questions. Re-phrasing telegraphic speech (cat drink milk becomes The cat is drinking the milk) 2-3 years Correct nouns, verbs, adjectives etc used in correctly formed sentences. Describing words/linguistic concepts modelled. E.g. slow, adult models moving slowly, speaking slowly, drinking slowly, clapping slowly.	Spaces/sessions to experience different sounds, smells and sights - Outdoor activities - Indoor activities - show & Tell sessions linked to topics and children's interests. Listening Walks (Where are you going? What can you see? What sounds can you hear?) Toy telephones/Role play Messy play (talk about textures, smells, colours, sizes, materials, patterns) Small World. Planned Vocabulary for adults to use/children to hear and use – Nursery and Reception. Colour coded and displayed in Construction, Malleable, Reading and art areas. Name feelings. Creative Play and displays. Home learning – shared photographs of families to talk about. Home learning – sharing teaching strategies with families.

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.			Stay and play sessions with opportunities for shared interactions, including staff modelling nursery rhymes and learning opportunities (e.g. describing materials used to create a loose part image by a child and parent). Shared story sessions to model effective story telling and language sharing.
	Access to a range of core nursery rhymes. Music – provides opportunities to provide descriptive language (crash, ring etc) Repetition of language, actions or noises – rehearse and develop understanding.	Supporting children's linguistic stage (1 and 2 word sentences/meaningful sentences/fluent speech) Supporting pre-linguistic stage (sounds and noises before talking) Increased participation in adult-led tasks for children identified with SLCN and children with advanced communication and language.	Acknowledging a child's first language - Books in dual languages - Pronouncing names correctly - Positive images around setting which child can relate too - Share songs and rhymes in native language.
	Open ended exploratory play, enhanced by adult commentary. language modelled in sentences by staff (my turn, your turn) during group times and during independent play enhancements in areas to encourage opportunities for "talk". . Quality conversations with members of staff.	Supporting pre-linguistic stage (sounds and noises before talking) - Using names of pets and places to engage attention and encourage interactions. Receptive Language (ability to understand speech) Expressive Language (ability to speak)	Sustained shared thinking opportunities to lead to extended discussions and questions/hear and practice new vocabulary. - Work with others to solve problems - Take part in discussions - Share stories - investigate Picture Exchange Communication System (PECS), Colourful Semantics or Makaton where needed.

EYFS CURRICULUM OPPORTUNITIES (Activities and experiences we provide to enable children to develop)			
Personal, Social and Emotional Development Educational Programme (0 – 5 years) 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	Introductory Sessions to EYFS for children and family members Key worker system Familiar routines and clear boundaries are established from the very beginning. Predictable responses from all adults. Partnership with carers to support consistent messages and care.	Staff model and support conflict resolution and emotions Opportunities for negotiation, use of the restorative approach. Opportunities for pretend play to allow children to focus their thinking and regulate their behaviour around others.	Children are given responsibilities Acknowledge children's self-regulation attempts, even when they are not fully successful. Adults are patient and remain calm, model the correct language – I <u>feel</u> disappointed because. This has made me <u>feel</u> sad.

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.	Weekly PSE circle time. (including NSPCC pantasaurus) Weekly PE lessons Forest School Recognise and name the feelings children are experiencing – tired, sad, exhausted, excited, angry, disappointed, happy. Games which require children to show impulse control – jenga, musical statues. Games that have a winner. Calm, safe, quiet areas for rest and time to process thoughts.	Class expectations or rules made clear Consequences/ making things right if undesirable behaviour is observed – timely adult intervention – support immediately or wait and observe, giving children a chance to self-regulate or manage the conflict. Rewards given for following the expectations of the School Promise Use of stickers and messages home to reward positive choices Celebrating individual achievements.	Share stories which explore feelings and challenging situations such as conflict, big life changes and individual challenges. Adult led imaginative play including puppets and role play – test out boundaries safely Adult led creative activities, including art, music, dance and drama. Safe environment. Proprioceptive activities – swinging, crawling, running to calm sensory overload. Calming activities, breathing exercises, yoga
	Continuous Provision which enables independent learning through play and simple goal setting Children know when they need help and are able to communicate needs – practitioners model asking. Well laid out, familiar environment. Environment changes are small and explained to the children.	Develop awareness of social expectations - Reminders to wash hands before snack and after outdoor play and discuss why this is important.	Quality conversations - healthy food choices at lunchtime and snack time. Choices for play.

EYFS CURRICULUM OPPORTUNITIES (Activities and experiences we provide to enable children to develop)			
Physical Development Educational Programme (0 – 5 years) Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor	<u>Fine Motor Skills</u> - (Hands, fingers, lips, tongue and eyes) WRIST AND FINGER MOVEMENTS - Stacking/sorting/handling items - Musical instruments	<u>Gross Motor</u> Regular use of extensive outdoor spaces - Large movements experiences through Continuous Provision. SHOULDER/ELBOW/ARM MOVEMENTS	<u>Fundamental movement skills</u> (co-ordination of the movement of feet, legs, trunk, arms and hands). Manipulative skills - Throwing, catching, bouncing, striking

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.	- Eating/using cutlery - Getting dressed - Washing hands - Dough disco - Using gardening tools - Squiggle while you wiggle - Playdough/clay– rolling into balls, cylinders and flat shapes - Mark making (tripod grip) - Turn pages of a book - Threading activities - Construction - Train/car tracks - Action songs - Cooking – mixing + cutting + pouring - Cutting activities - Sponges to squeeze - Blowing bubbles - Sweeping up with dustpan and brush	- Sweeping mud, water, sand with big brushes. - Crawling - rolling up and down hill in the garden - Pumping water pump. - Climbing and pulling self onto straw bales. - Sledging - Digging with spades - Moving large scale construction - Large scale weaving - Large scale painting (water, paint, mud) - Crossing mid-line – painting, twisting and clapping. - Action songs and stories - Forest School Encourage different ways of moving in, on, under, around, on top, through large scale equipment.	Locomotor skills – running, hopping, skipping, dodging, leaping, galloping, twisting and dodging Stability skills – stopping, stretching, landing, twisting and climbing. Activities - Moving to music/yoga - Outdoor nature walks over different terrains. - Obstacle courses - Sliding down slide - Actions listed above. - Climbing frame - Appropriate equipment such as suitable chairs and table height, toilets and sinks. - Indoor hall sessions - Parachute play - Drawing around each other - Carrying containers - Forest School
	<u>Proprioception</u> (sense that helps understanding of location, movement, and action of parts of the body, perception of joint positions and movement, muscle force and effort – able to move around with control and efficient movements and apply correct pressure holding pencils) Activities include resistance activities – pushing/pulling tyres/equipment outside, picking up, lifting and carrying objects. Activities involving different levels of pressure as mark making or painting.	<u>Working with parents</u> - Suggesting low cost activities which promote Physical development - Moving to music - Autumn Treasure hunt - Cushion forts/cardboard boxes - Cooking - Pushing trolley around shops. - Stay and Play sessions We provide wellies and suitable outdoor clothing. We promote oral hygiene.	<u>Vestibular System</u> (balance and co-ordinate movements) (System helps children to process sounds they hear and eyes to see effectively) Activities include Getting dressed
	All children to participate - Mixed gender and ability groups for physical activity to	<u>Diet</u> - Healthy school meals provided - Healthy packed lunch policy promoted	<u>Oral Health</u> - Water provided (no juices) - Health Snacks provided

	encourage teamwork and inclusion - Challenge stereotypes	Vitamin D boosted outdoor activities - Farm shop visit - Congburn	
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EYFS CURRICULUM OPPORTUNITIES (Activities and experiences we provide to enable children to develop)			
Literacy Educational Programme (0 – 5 years) 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).	Physical and Communication and Language development are pre-requisite skills to literacy development. children learn positional language which supports the transcription of writing. Children move their bodies, arms, legs, hands, fingers, up, down, along, around, across, etc before attempting to move a pencil in these ways. Adults model reading, writing, speaking and listening throughout all areas.	Class shared books created by children – Eddie Teddy's book Ed Ted's book "Remember when" book	Home school- library liaison Story Sacks Book Trust initiative
	Comfortable and cosy reading areas with carefully selected quality texts. Books in all different areas. Quality sequenced vocabulary in all areas. Articulating ideas and structuring them in speech - Role Play Small World Props linked to key texts Construction etc.	<u>Phonological awareness</u> Syllables – clapping, chin bobs, finger tapping, beating a drum, castanets, stamping. Rhyme- rhyme generation, poems, stories and rhymes, action songs, sort rhyming objects, rhyme picture card hunt. Alliteration – detection, generation, games – tongue twisters/Alliteration books. <u>Phonemic Awareness</u> Phoneme blending and segmentation – Fred Talk, RWI speedy sounds	Long Term Plan – key texts (fiction and non-fiction), songs, poems, rhymes identified. Text shared with children 3 times a day. Positional language modelled in indoor and outdoor areas Moving bodies/arms/legs/objects to large movements/songs. Use of Positional language needed to form letters. (RWI) Up/down/round/over/zig zag/across/over/under/curl

		STRONG PHONEMIC AWARENESS IS ONE OF THE STRONGEST PREDICTORS OF LATER READING SUCCESS.	
	Opportunities for writing in all areas.	Early Listening Activities and games - Sound discrimination/identify which instrument played the sound -volume control – loud lion and quiet mouse – children control voices or instruments -identify different sounds -tap to the beat of well known song or rhyme -	Read, Write Inc Programme

EYFS CURRICULUM OPPORTUNITIES (Activities and experiences we provide to enable children to develop)			
Mathematics Educational Programme (0 – 5 years) Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be	Learning mathematics holistically means that children learn maths in a connected way – socially, emotionally and physically. Routines - - Self registration - Snack times	Rich Mathematical experiences - Adult initiated problem-solving activities whilst in continuous provision Solving mathematical problems within the context of play – e.g. in the home corner, I have one slice of bread but I	INDOORS - Puzzles and Games - Dice - Objects for counting - Different sized blocks Role Play - Calendars

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.	- Lunchtime - Outdoor changing (Wellies off before mud suit) - Tidy up time - Counting songs and rhymes/story time - Lining up Shadowing for specific resources Labels – 10 pencils Maths visuals around the room – Number lines, number representation, shadowing, Nominal numbers in display (telephone/calculator/keyboard) Numerals are used within context – door numbers, telephone books, phones, register <u>Cardinal Principle</u> – How many altogether? (last number counted) Modelling – Yes you have 4 pieces of orange. Can you pass me 3 bean bags. <u>Ordinal numbers</u> (Numbers used to define position – 1st, 2nd, 3rd, page numbers, tape measure, house numbers, parking bays	need double that – how many more do I need? Adult questioning <u>VERBAL COUNTING</u> Adult modelling verbal counting – opportunities for children to practise – forwards and backwards (to 10) and beyond to help children understand the scale of the number system, enjoyment of the rhythm. (teens numbers are more difficult to learn – especially 13. Adults say numbers clearly – not stretched out or blended into each other) Tagging – counting each object/manipulative by pointing or moving around. We do not use counting in a negative voice – to follow instructions quickly. Adult modelling correct mathematical language Structured daily routines to help develop a concept of time/ visual timetables. Daily adult led Mathematic lessons Forest School Measurement - Focus on length, weight capacity.	- Clocks - Weighing scales - Shopping lists - Telephone - Lists of numbers - Patterned wallpaper/wrapping paper - Spoons of differing sizes - Egg boxes - Lunchboxes - Backpacks - Tea/coffee/sugar tubs - Moneybox - Utensils container Playdough - Shape, size - Measuring - counting Cooking - Scoops/cups of ... Train Track - Spatial reasoning/language Number picture books Music and Dance (in and out) - Number songs - Count along a beat - Counting forwards and backwards changing direction when the tambourine shakes. - Count forwards or backwards using different voices. - Counting jumps, turns etc - Patterns – bang shake bang shake.
	Adults promote: Positive attitudes Interests Social learning Feelings (not afraid to make mistakes) Real life maths	<u>Subitising Principle (immediate recognition of the number of items without counting them)</u> - Adult questioning – how many do you see?	OUTDOORS - Positional language - obstacle courses - Perspective – different view points – smaller/bigger near/far

	Mathematical enhancements throughout provision - Seasonal opportunities - Cultural opportunities <u>Patterns (spatial, repeating and growing) and relationships</u> - Cultural, natural and environmental patterns - Music, rhymes and stories - Manipulatives/objects - AB + ABC + ABCD then AABB ABB ABBC	- How do you see 10? (I see 5 and 5) - Quickly show numbers on fingers. - Dice games - Hiding objects in a box/revealing quickly <u>Number composition</u> - Subitising games Different ways of representing numbers using sand, paint chalk – tallying to keep score.	- Routes and directional language - Counting natural materials - Opportunity to explore capacity in water area/mud kitchen - Subitising and counting opportunities. - Counting forwards and backwards – steps number line - Counting bean bags in a hoop etc - Brushes to paint over chalked numerals.
	ELPS E – Experience (Practical hands on experience – feel, do, build) L – Language (Talk, describe, name and reason) P – Pictorial (Draw it, show it, imagine it, visualise it) S – Symbolic (Different representations)	Continuous provision – Opportunities to explore mass, capacity length and height using non standard units of measure Role play shops and café with opportunities to count money, recognise numbers on scales, containers of different sizes, Exploring properties of shape through construction area Malleable area	Resources Numicon to explore the composition of numbers. 10 frames 5 frames Counters Loose parts Subitising resources

EYFS CURRICULUM OPPORTUNITIES (Activities and experiences we provide to enable children to develop)			
Understanding the World Educational Programme (0 – 5 years) 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	Visits and Visitors aspects of the school building school outdoor areas (pond, meadow) local – post office, park, woodland, Congburn river. nearest village using local bus service – shops, library, church Visit local Farm	Celebrations Participate in special celebrations eg baptism, harvest, divali, Christmas, Easter Visits from special people within the community Create a shared book about our families Birthday celebrations	Books Access to a range of both fiction and non fiction books about the natural world and seasonal changes Plans of Outdoor Spaces. Map of outdoor space. <u>History</u>

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	Local museum - Beamish Visit Beach Visitors School nurse Family members/Grandparents	Wider cultural enhancements-role play stories etc	Children will know that some things happened in the past and that some things happened before they were born. (eg Remembrance) Through stories (eg 3 Little Pigs,) children will notice how the world / life was different in the past. Through visits (Beamish) children will notice similarities and differences between life now and in the past Class books 'Do you remember when...' help children remember and talk about shared past experiences. Show & Tell sessions allow children to describe past events in their own lives and those of family and friends.
	Continuous provision Multi cultural dolls and books Construction areas Growing and Harvesting garden produce cooking activities Role play within the classroom using themed resources Play with small world to develop storylines Daily song and rhyme time Technology Interactive Whiteboard games	Enhancements – mechanical equipment for children to explore and investigate Hatching caterpillar larvae	Adults – Adult modelling use of time related vocabulary during registration and adult led discussions eg yesterday I did... last night I did... Use of class daily timetable and timeline Adults modelling a wide vocabulary connected to the natural world Adults to model and introduce vocabulary related to the experiences Adult led activities to introduce and explore a range of tools and techniques including appropriate health and safety procedures Weekly planned Religious Education sessions (Reception)
	Following themes are used to explore religion – in terms of special people, books, times, objects and visiting places of worship. <u>Times/Festivals -</u>	Forest School Access to water play and exploratory loose parts	Outdoor Access daily to natural outdoor learning space Nature explorer sessions

	Harvest, Divali, Holi, Easter, Christmas, Baptism, Shabbat, <u>Books</u> Stories from the bible (Jesus heals the blind man/calms the storm, Lost Sheep, lost Coin) Class Teddy's visiting places. <u>Places and Special People</u> Beamish Chapel, Sacriston Methodist Church. Priest and Vicar		
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EYFS CURRICULUM OPPORTUNITIES (Activities and experiences we provide to enable children to develop)			
Expressive Arts and Design Educational Programme (0 – 5 years) 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	<u>Music</u> Range of musical instruments within Music/Performance area (triangle, tambour, tambourine, woodblock, claves, rainmaker, egg shaker) Exposure to different genres of music. The Last Post (Remembrance) Music Festival – live performances. Singing throughout the day Performance area outside for singing and dancing Specific identified songs, poems and rhymes	<u>Media and Materials</u> <u>Tools</u> - pencils, coloured pencils, crayons, pens, pastel, chalk as drawing tools, paint. Mixing own colours using powder paint. Brushes, mortar and pestle, knives, forks, fabric, string, ribbons, twigs, pebbles, bark etc. Play dough (glittered, coloured, fragrant) Clay - diva lamps. Mud - pies/cakes/soup Light box – paddles and coloured paper. Large scale outdoor weaving (willow, paper, ribbon) experiences	<u>Outdoor Sculptures in EYFS garden</u> Outdoor metal (butterflies), stone (snails), wooden (butterfly) <u>Sculptures around School/entrance to school</u> Wooden squirrel sculpture Rainbow Weaving entrance art work. Living Willow Tunnel Wooden animal sculptures in Tranquility Garden.

appreciating what they hear, respond to and observe.	Exposure to different genres of music – through Charanga scheme and adult led discussion. Listening to 'live' music	Threading Observational drawing Opportunities. Joining Techniques Using glue, Prit sticks and Cellotape. <u>Threading</u> - Making own books (hole punch + threading treasury tags + split pins) <u>Weaving</u> Making baskets (Handa's surprise) <u>Flanges</u> Three Little Pigs houses with chimneys attached using flange join. Making vases <u>Paper Clips</u> Magnet fishing game (use of paper clip to join)	
	<u>Role Play</u> Acting out domestic play through access to home corner, Mud kitchen. Cafe, Post Office, Farm shop.	<u>Artists</u> Guiseppe Archimboldo (Surreal sit artist - four seasons) Andy Goldsworthy (natural art outdoors) Lowry (modern) Lousie Bourgeois (snail sculptures)	Outside opportunities - - Mud Kitchen - Construction - The Cottage and Stage area - Boat and Sand - Forest - Small world
	Taking part in live performances within class and also to a wider audience, e.g. Christmas Nativity play. Watching live performances – KS 1 Nativity. Brass Band Festival.		