



Leigh Academy
Marden

EYFS Curriculum

Characteristics of Effective Teaching and Learning

These characteristics focus on how children learn and are foundational for developing a positive and motivated attitude toward learning.

Playing and Exploring

Realise that their actions have an effect on the world, so they want to keep repeating them.

Plan and think ahead about how they will explore or play with objects.

Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing.

Make independent choices.

Bring their own interests and fascinations into early years settings.

Respond to new experiences that you bring to their attention.

Active Learning

Participate in routines.

Begin to predict sequences because they know the routines.

Show goal-directed behaviour.

Begin to correct their mistakes themselves.

Keep on trying when things get difficult.

Creating and Thinking Critically

Take part in simple pretend play.

Sort materials.

Review their progress as they try to achieve a goal.

Check how well they are doing.

Solve real problems.

Use pretend play to think beyond the 'here and now' and to understand another perspective.

Know more so feel confident about coming up with their own ideas.

Make more links between those ideas.

Concentrate on achieving something that is important to them.

Control their attention and ignore distractions.

The Prime Areas: Communication and Language

Communication and Language		
	Speaking	
Before starting school	Listening, Attention and Understanding	Speaking
	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Pay attention to more than one thing at a time which can be difficult.</p> <p>Understand a question or instruction that has two parts.</p> <p>Understand 'why' questions.</p>	<p>Use a wider range of vocabulary.</p> <p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Develop their communication but may continue to have problems with irregular tenses and plurals.</p> <p>Develop their pronunciation but may have problems saying some sounds and multi-syllabic words.</p> <p>Use longer sentences of four to six words.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play.</p>
During the Reception year	<p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary throughout the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Engage in storytimes.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Articulate their ideas and thoughts in well-informed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe some events in detail.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p>

The Prime Areas: Personal, Social and Emotional Development

Personal, Social and Emotional Development			
	Self Regulation	Managing Self	Building Relationships
Before starting school	<p>Find solutions to conflicts and rivalries.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p>	<p>Select and use activities and resources, with help when needed.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>	<p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Understand gradually how others might be feeling.</p>
During the Reception year	<p>Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p>	<p>Manage their own personal hygiene.</p> <p>Know and talk about the different factors that support their overall health and wellbeing.</p>	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Think about the perspectives of others.</p>

The Prime Areas: Physical Development

Physical Development		
	Gross Motor Skills	Fine Motor Skills
Before starting school	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb apparatus using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Collaborate with others to manage large items.</p>	<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Choose the right resources to carry out their own plan.</p> <p>Use one-handed tools and equipment, such as scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed.</p>
During the Reception year	<p>Revise and refine fundamental movement skills they have already acquired such as rolling, jumping, skipping and climbing.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Further develop the skills they need to manage the school day successfully, e.g. lining up and mealtimes.</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Develop the foundations for a handwriting style which is fast, accurate and efficient.</p>

Literacy

Literacy		
	Reading	Writing
Step 0	<p>Develop their phonological awareness, so that they can spot and suggest rhymes, sound or clap syllables in a word, and recognise words with the same initial sound.</p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • Print has meaning • Print can have different purposes • We read English text from left to right and from top to bottom • The names of the different parts of a book • Page sequencing <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Use some of their print and letter knowledge in their early writing.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p>
Step 1	<p>Read individual letters by saying the sounds.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read some letter groups that each represent one sounds and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p>	<p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the the sounds with letter/s.</p> <p>Re-read what they have written to check that it makes sense.</p>
Step 2	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>Write common exception words matched to the school's phonic programme.</p> <p>Re-read what they have written to check that it makes sense.</p>
Step 3	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>

Mathematics

Mathematics		
	Number	Numerical Pattern
Step 0	<p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p>	<p>Talk about and explore 2D ad 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.</p> <p>Understand position through words alone.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Talk about and identify the patterns around them.</p> <p>Extend and create ABAB patterns - stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then' etc,</p>
Step 1	<p>Count objects, actions and sounds.</p> <p>Subitise</p> <p>Compare numbers.</p> <p>Understand the 'one more than/one less than' relationships between consecutive numbers.</p>	<p>Continue, copy and create repeating patterns.</p>
Step 2	<p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Explore the composition of numbers to 10.</p>	<p>Compare length, weight and capacity.</p>
Step 3	<p>Count beyond ten.</p> <p>Automatically recall number bonds for numbers 0-5 and some to 10.</p>	<p>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can.</p>

Understanding the World

Prior to the Reception Year:

Begin to make sense of their own life-story and family's history.
Explore how things work.
Continue developing positive attitudes about the differences between people.

Overarching:

Compare and contrast characters from stories, including figures from the past.

Module Specific:

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Name and describe people who are familiar to them.	Comment on images of familiar situations in the past. Draw information from a simple map. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.	Draw information from a simple map. Explore the natural world around them. Describe what they see, hear and feel while outside. Understand the effect of changing seasons on the natural world around them.	Recognise some environments that are different from the one in which they live. Understand the effect of changing seasons on the natural world around them.	Talk about members of their immediate family and community. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.	Draw information from a simple map. Recognise some environments that are different from the one in which they live.

Expressive Arts and Design

Prior to the Reception Year:

Take part in simple pretend play, using an object to represent something else even though they are not similar.
Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
Explore different materials freely, to develop their ideas about how to use them and what to make.

Overarching:

Return to and build on their previous learning, refining ideas and developing their ability to represent them.
Create collaboratively, sharing ideas, resources and skills.
Develop storylines in their pretend play.

Module Specific:

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses.	Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Develop storylines in their pretend play.	Explore and engage in music making and dance, performing solo or in groups.	Sing in a group or on their own, increasingly matching the pitch and following the melody.

Focus Artist, Designer or Craftsperson:

Shantel Miller

Jackson Pollock

Andy Goldsworthy

Zaha Hadid

Pablo Picasso

Andreas Gursky

Composer:

Sergei Prokofiev

Martinho Da Villa

Brett Dean

Camille Saint-Saens

Isaac Watts

David de la Haye