



Hartsbourne Primary School



EYFS Curriculum

Written by Julie Durrant-Patel (EYFS Lead)

The Hartsbourne EYFS curriculum was devised to ensure that our four key EYFS intent statements are fulfilled. These are for:

- **Children to make a happy, successful transition from preschool settings to Reception.**
- **Children become independent learners who are motivated, try their best, and do not fear mistakes.**
- **Children have good communication and language skills enabling them to establish and maintain positive social relationships.**
- **Children make the best possible progress from their individual starting point and achieve their potential.**

This curriculum was written with guidance from the 'Statutory framework for the Early Years Foundation Stage: setting the standards for learning, development and care for children from birth to five' (2017), taking into account its four guiding principles:

- "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 (see "the characteristics of effective teaching and learning" at paragraph 1.9) and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities." (DfE 2017 p.6)

It was also written to ensure that the Characteristics of Effective Learning are at the heart of all that we do:

- "Playing and exploring - children investigate and experience things, and 'have a go';
- Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things." (DfE 2017 p.10).

This curriculum aims to build upon children's prior knowledge and experience, gained from both home and preschool environments. We place primary importance on developing vocabulary and language, placing reading at the heart of our curriculum, ensuring children have the opportunity to be read to every day, and learn to read through daily phonics lessons. We have developed our own, challenging maths curriculum, with an awareness of the skills children need in order to be ready to access the National Curriculum in Year 1.

The way in which we teach our curriculum is primarily through high quality, play-based activities which is carefully planned for and enhanced in order to optimise learning opportunities. There is an increasing expectations for children to take part in small-group and whole-class sessions as the year progresses.

This curriculum should be read in conjunction with the school's EYFS Policy, other curriculum policies and the SEND Policy.



Hartsbourne Reception EYFS Curriculum Overview: Autumn Term

Communication and Language (CL)	Physical Development (PD)	Personal, Social Emotional Develop. (PSED)	Literacy (L)	Mathematics (M)	Understanding the World (UW)	Expressive Arts and Design (EAD)
<p><u>Listening and attention</u></p> <ul style="list-style-type: none"> - Maintain attention in a small group for five minutes or more. - Sit quietly and remains focused, not distracting others. - Can listen to a short instruction while completing a short activity. - Listen to other children when 1:1, e.g. when working with a partner. <p><u>Understanding</u></p> <ul style="list-style-type: none"> - Respond to short, one or two step instructions. - Follow a story when there are no pictures, e.g. oral storytelling. - Answer who, where, why and what questions. <p><u>Speaking</u></p> <ul style="list-style-type: none"> - Use language to retell a simple story, or talk about something they have experienced. - Use language in pretend play to recreate roles. - Links what they say to the topic of conversation. - Talk about how they feel in a range of situations. 	<p><u>Moving and handling</u></p> <ul style="list-style-type: none"> - Moves in a variety of different ways, e.g. walking, running, jumping, skipping, hopping. - Looks carefully at the path of travel and avoids others intentionally. - Jumps from a low height, e.g. a step and lands with care. - Throws and catches a large ball successfully. - Peddles a trike and pushes a scooter independently. - Uses hands to manipulate malleable materials e.g. playdough, to achieve a desired effect. - Uses scissors to snip and cut paper, sometimes along lines. <p><u>Health and self-care</u></p> <ul style="list-style-type: none"> - Washes hands independently. - Manages own personal hygiene needs. - Usually dry and clean during the day. - Begin to dress independently. - Understands rules for safety. - Knows that exercise and a balanced diet are essential for staying healthy. 	<p><u>Self-confidence and self-awareness</u></p> <ul style="list-style-type: none"> - Explains needs and wants to familiar adults and other children confidently. - Talks about themselves positively, e.g. what they are good at. <p><u>Managing feelings and behaviour</u></p> <ul style="list-style-type: none"> - Be able to identify key emotions, e.g. happy, sad, angry, frustrated. - Talk about how they feel in a range of situations. - Begin to understand that what they say and do can change how others feel. - Be aware that there are rules and expectations, and how they keep us safe. <p><u>Making relationships</u></p> <ul style="list-style-type: none"> - Initiate conversation with other children and familiar adults. - Explain what they are doing to others and why, e.g. when playing a game or making a model. - Takes turns in short conversations with others. - Ask some questions using where, when, how and who. 	<p><u>Reading</u></p> <ul style="list-style-type: none"> - Hold books carefully and turn pages one at a time. - Know that print in books and the environment conveys meaning. - Enjoy a range of familiar books, joining in with repetitive refrains (core texts). - Begin to talk about the features of fiction and non-fiction books. - Recognise and say the sound for all single letter phonemes/ graphemes - Hear and say the initial sounds in some familiar words. - Orally blend some CVC words. - Orally segment some CVC words. <p><u>Writing</u></p> <ul style="list-style-type: none"> - Give meaning to the marks they make e.g. when drawing, painting or writing. - Write own first name. - Write in a range of places, e.g. inside and outside, to support wider learning. - Write the grapheme to represent all single letter phonemes. - Write some initial sounds to label pictures. - Begin to use phonic knowledge to write a simple label, the way they hear it. 	<p><u>Numbers</u></p> <ul style="list-style-type: none"> - Count by rote up to 20 and backwards from 10. - Count up to 10 objects, touching each one carefully. - Know that the last number they say represents the number of objects in the group. - Know that anything can be counted, e.g. objects or actions. - Instantly recognise a small group of up to six objects without counting (subitise). - Recognise numerals to 0-5, then 6-10. - Sort objects into two or more sub-groups, e.g. by colour, pattern, number. <p><u>Shape, space and measure</u></p> <ul style="list-style-type: none"> - Create two-part repeating patterns with a range of objects. - Use some relevant language associated with time (today, tomorrow, yesterday, morning, afternoon). - Name basic 2D shapes (square, rectangle, circle, triangle). - Talk about shapes in the environment and their similarities. - Use language associated with size, e.g. big, small, middle-sized. 	<p><u>People and communities</u></p> <ul style="list-style-type: none"> - Talk about own home and community traditions. - Enjoy taking part in family customs and routines. - Know that they are similar and/or different to others. <p><u>The World</u></p> <ul style="list-style-type: none"> - Know about the five senses and explore the world using them as appropriate. - Make observations about the world around them, animals and plants. - Talk about changes in the natural world, e.g. weather and seasons. <p><u>Technology</u></p> <ul style="list-style-type: none"> - Know that there is technology used at home and school. - Explore technology through play, e.g. remote control cars, Code-a-Pillar etc. - Select an app on the iPad with support. - Complete a simple game on the iPad or SmartBoard. - Use a painting programme with increasing independence. - Be introduced how to keep safe when using computers. 	<p><u>Exploring and using media and materials</u></p> <ul style="list-style-type: none"> - Sings a range of familiar songs. - Moves rhythmically to music. - Explore the sounds of different instruments. - Names primary and secondary colours. - Explores what happens when primary colours are mixed. - Constructs with an idea in mind using a range of resources. - Begins to use sellotape and glue to join materials. <p><u>Being imaginative</u></p> <ul style="list-style-type: none"> - Creates simple pictures of people and objects, when drawing or painting. - Chooses colours for a particular purpose. - Plays alongside others who are engaged in the same theme. - Plays cooperatively as part of a pair or small group.



Hartsbourne Reception EYFS Weekly English, Phonics and Maths Curriculum: Autumn Term

Week	English	Phonics	Maths
1	Name writing.	m, a, s	Number songs and rhymes.
2	Responding to a story: likes and dislikes.	d, t, i, n	Counting and recognising numbers to 10.
3	Responding to a story: through drawings.	p, g, o, c	Counting and recognising numbers to 10; recording some numbers.
4	Retelling a story and sequencing pictures.	Orally blending CVC words using previously taught sounds.	Sorting objects.
5	Retelling a story and sequencing pictures.	k, ck, u, b	Recognising and creating repeating patterns.
6	Non-fiction: introduction	Blending to read CVC words; tricky words l, to, the, no, go, into introduced.	Recognising 2D shapes.
7	Non-fiction: recalling an event (half-term news).	e, j, h, l	Using and describing 2D shapes.
8	Retelling a story and drawing story maps.	sh, ch, r, v	Subitising: up to six.
9	Labelling pictures with initial sounds or phonic knowledge.	y, w, z, th/th	One more, one less.
10	Labelling pictures with initial sounds or phonic knowledge.	ff, ll, ss, zz, ck	Addition: combining two small groups.
11	Non-fiction: features of non-fiction books.	Phonics assessments	Addition: combining two small groups.
12	Labelling pictures with initial sounds or phonic knowledge.	Letter formation focus	Problem solving: missing numbers to 10.

Hartsbourne Reception EYFS Curriculum Overview: Spring Term

Communication and Language (CL)	Physical Development (PD)	Personal, Social and Emotional Development (PSED)	Literacy (L)	Mathematics (M)	Understanding the World (UW)	Expressive Arts and Design (EAD)
<p><u>Listening and attention</u></p> <ul style="list-style-type: none"> - Listens for up to ten minutes in a small or whole-class group. - Focuses attention on what is being presented the majority of the times. - Understands and follows daily routines with confidence. - Listens and contributes to a small group discussion. <p><u>Understanding</u></p> <ul style="list-style-type: none"> - Can follow two-step instructions confidently and independently. - Retell familiar stories using props and puppets in play. - Begin to answer why questions with increasing understanding. <p><u>Speaking</u></p> <ul style="list-style-type: none"> - Begin their ideas, thoughts and suggestions in a small-group or whole-class discussion. - Talk about an experience to the class with adult support, e.g. show and tell. - Introduce a storyline when playing. 	<p><u>Moving and handling</u></p> <ul style="list-style-type: none"> - Travel in a variety of ways with confidence. - On play equipment, go under, over and through, climbing with skill. - Jump confidently, landing with care, from appropriate play equipment. - Throw and catch a smaller ball or beanbag. - Kick a large ball in a chosen direction, e.g. into a goal. - Use other gross motor equipment, such as body boards, wiggle cars etc. with increasing skill. - Begin to form recognisable letters to communicate meaning. - Hold a pencil using an effective grip (tripod). - Use scissors to cut along a line. <p><u>Health and self-care</u></p> <ul style="list-style-type: none"> - Dress and undress for PE, with occasional adult support. - Know how to keep themselves safe in the school environment. - Knows that exercise contributes to overall wellbeing. - Talk about 'healthy' and 'treat' foods. 	<p><u>Self-confidence and self-awareness</u></p> <ul style="list-style-type: none"> - Say when they do and do not need help. - Choose the resources I need for a chosen activity independently. - Can try new activities and talk about why they prefer some over others. <p><u>Managing feelings and behaviour</u></p> <ul style="list-style-type: none"> - Talk about own feelings in relation to the Zones of Regulation. - Begin to negotiate with a friend when something goes wrong. - Follow the rules of a group game independently. - Know they must sometimes wait for their turn with a toy. <p><u>Making relationships</u></p> <ul style="list-style-type: none"> - Play cooperatively and take turns with others with occasional support. - Begin to talk about how to support peers when they are sad, angry or upset. - Use Kelso's Choices when managing difficult situations with peers. - Ask and answer questions using where, when, how, who and why. 	<p><u>Reading</u></p> <ul style="list-style-type: none"> - Talk about the books they like and why. - Talk about the features of fiction and non-fiction books confidently; sort fiction from non-fiction in the book corner. - Vocabulary is influenced by the books they read. - Recognise and say the sound for all vowel digraphs, and double consonants sh, ch, th/th. - Blend to read CVC words containing the phonemes learnt. - Read 'Tricky Words' from Phase 2 and 3 of Letters and Sounds from memory. - Begin to read simple captions and sentences using sounds learnt. <p><u>Writing</u></p> <ul style="list-style-type: none"> - Confidently write in a range of situations, using writing to support play. - Write the grapheme to represent vowel digraphs learnt. - Write own name confidently. - Write CVC words confidently. - Begin to write simple captions using phonemes/graphemes and tricky words taught. 	<p><u>Numbers</u></p> <ul style="list-style-type: none"> - Count by rote up to 40 and backwards from 15. - Count up to 15 objects, touching each one carefully. - Say the number that is one more and one less up to 10. - Find missing numbers up to 10. - Use language of addition and subtraction, and begin to add and subtract small amounts practically. - Recognise 0-10 confidently; begin to recognise 11-20. - Use language of more, less and the same to describe groups of objects. - Write numbers 0-10. <p><u>Shape, space and measure</u></p> <ul style="list-style-type: none"> - Name 3D shapes (cube, cuboid, sphere, pyramid, cylinder, cone). - Use mathematical language to describe shapes (edge, corner, straight, curved, point). - Explore capacity and length through play. - Use directional language (forwards, backwards, right, left, under, over, on, in, beside, behind). 	<p><u>People and communities</u></p> <ul style="list-style-type: none"> - Talk about past, present and future events in their own life. - Know that some people celebrate in similar and/or different ways. <p><u>The world</u></p> <ul style="list-style-type: none"> - Begins to talk about similarities and differences for people, places, objects, materials and living things. - Ask questions about how things work and why. <p><u>Technology</u></p> <ul style="list-style-type: none"> - Know where to find technology in the classroom to support my play, e.g. recordable sound button. - Know how to work the camera function on an iPad with support. - Explore programmeable toys with developing confidence, e.g. Code-a-pillar, BeeBot. - Knows that a computer can be used to find out information. - Be aware of how to keep safe when using computers. 	<p><u>Exploring and using media and materials</u></p> <ul style="list-style-type: none"> - Explore how instruments can be used to accompany songs. - Talk about colour mixing with confidence. - Talks about creations and what they could do to make improvements. - Use different ways of joining various materials, know that different glues work better on different materials. - Use a range of tools effectively, e.g. pencils, crayons, chalk, paintbrushes etc. <p><u>Being imaginative</u></p> <ul style="list-style-type: none"> - Add detail to their drawings/paintings. - Represent feelings through creations, e.g. when drawing, music. - Introduce storylines or a narrative to their play either alone or with others.



Week	English	Phonics	Maths
1	Non-fiction: recalling an event; using phonic knowledge to write a label (holiday news).	qu, ng, nk	Recognising 3D shapes.
2	Labelling pictures using phonic knowledge.	nk and th/th application to writing	Using and describing 3D shapes.
3	Drawing story maps and labelling using phonic knowledge.	ay, ee, igh, ow	Addition: introduction to using a number line.
4	Reading simple captions and matching to pictures.	Phase 3 Tricky Words: introduction and writing.	Exploring capacity.
5	Reading simple captions and matching to pictures.	oo/oo, ar, or, oi	Exploring measuring length.
6	Complete simple captions using phonic knowledge.	qu and ng application to writing.	Introduction to subtraction using objects.
7	Complete simple captions using phonic knowledge.	ay, ee, igh, ow application to writing.	Subtraction using objects.
8	Non-fiction: recalling an event; using phonic knowledge to write a simple caption (half term news).	oo/oo, ar, or application to writing.	Comparing amounts: more, less, the same.
9	Write a simple caption using phonic knowledge.	air, ear, ure	Using directional language.
10	Write a simple caption using phonic knowledge.	air, ear, ure application to writing.	Subtraction using objects.
11	Writing lists using phonic knowledge.	Phonics assessments.	Subtraction using a number line.
12	Writing a simple sentence.	Capital letters.	Number formation to 15.

Hartsbourne Reception EYFS Curriculum Overview: Summer Term

Communication and	Physical	Personal, Social and	Literacy (L)	Mathematics (M)	Understanding the	Expressive Arts and
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Language (CL)	Development (PD)	Emotional Development (PSED)			World (UW)	Design (EAD)
<p><u>Listening and attention</u></p> <ul style="list-style-type: none"> - Listen attentively for increasing periods of time, across a range of situations. - Respond to what they see and hear, with comments, questions and/or actions. - Listen to others and contribute to whole-class discussion with increasing confidence. <p><u>Understanding</u></p> <ul style="list-style-type: none"> - Can follow instructions involving several steps. - Retell stories in a range of situations, and make up stories of their own. - Answer why questions in response to stories and experiences. <p><u>Speaking</u></p> <ul style="list-style-type: none"> - Adapt volume of voice dependent upon the situation in which they are speaking. - Share ideas, thoughts and feelings confidently in a variety of situations. - Talk about what they like, dislike and why. - Explain their thinking, connecting ideas and events. - Demonstrate confidence speaking to a variety of people. 	<p><u>Moving and handling</u></p> <ul style="list-style-type: none"> - Show good control and co-ordination in gross motor movements. - Safely negotiate space in a range of situations, structured and unstructured. - Confidently throw and catch with a range of resources. - Begin to use a bat and ball together. - Hold a pencil effectively, forming the majority of letters correctly. - Begin to hold paper in place and write on lines where appropriate. - Use other tools confidently and safely. <p><u>Health and self-care</u></p> <ul style="list-style-type: none"> - Dress and undress for PE independently. - Be able to fasten any buckles, buttons or laces on own clothing. - Able to apply what they know about rules for safety. - Know about how to cross the road safely and explore this in the context of play. 	<p><u>Self-confidence and self-awareness</u></p> <ul style="list-style-type: none"> - Persevere with a task even when it is challenging. - Talk about what they find easy and what they find more difficult. - Speak with confidence in front of a larger group. <p><u>Managing feelings and behaviour</u></p> <ul style="list-style-type: none"> - Talk about own and others feeling in relation to the Zones of Regulation; know some choices they can make to get back to the Green Zone. - Negotiate with a friend without aggression when something goes wrong. - Be able to wait for something when it is not available, without adult help. <p><u>Making relationships</u></p> <ul style="list-style-type: none"> - Play cooperatively and take turns with others independently. - Take account of other children's ideas when organising a game. - Form positive relationships with a range of other adults and children. 	<p><u>Reading</u></p> <ul style="list-style-type: none"> - Talk about favourite books and the characters in them. - Names all of the letters of the alphabet; able to use phonemes and letter names inter-changeably. - Begin to know some alternative vowel digraphs and some words that they are represented in. - Read 'Tricky Words' from Phase 4 of Letters and Sounds from memory. - Read a range of simple sentences. - Know that information can be searched for on the Internet. <p><u>Writing</u></p> <ul style="list-style-type: none"> - Use finger spaces between words when writing. - Begin to write some alternative vowel digraphs they have learnt. - Write a rhyming string of CVC words. - Write a simple sentence using phonetically plausible attempts for spelling. - Begin to use capital letter at the beginning and a full stop at the end of a sentence. 	<p><u>Numbers</u></p> <ul style="list-style-type: none"> - Count by rote up to 60, and beyond where able, and backwards from 20. - Count up to 20 objects, touching each one. - Find missing numbers to 20. - Begin to estimate how many objects are in a group and count to check. - Count in 2s, 5s and 10s by rote. - Be confident with language of addition and subtraction, using a range of resources to find out the answers to simple sums. - Begin to recall number bonds to 10. - Know doubles 1-10 by rote. - Be able to work out half of a number by sharing. - Write numbers 0-20. - Begin to solve problems involving numbers. <p><u>Shape, space and measure</u></p> <ul style="list-style-type: none"> - Explore height using non-standard units. - Explore weight using a simple balance using language of heavier, lighter and the same. - Recognise coins 1p to £2. - Know what some coins represent. - Be introduced to an analogue clock and be able to say some o'clock times. 	<p><u>People and communities</u></p> <ul style="list-style-type: none"> - Aware that other children don't always enjoy the same things and can be sensitive to this. - Know that everyone has strengths and are good at different things. <p><u>The world</u></p> <ul style="list-style-type: none"> - Talk about how environments may compare, e.g. the town to the countryside. - Talk about how changes happen over time. - Know that all animals grow and reproduce. <p><u>Technology</u></p> <ul style="list-style-type: none"> - Use technology to support their learning regularly, in the context of their play. - Know how to work the video function on an iPad with support. - Know how to take photographs on a simple camera. - Be aware of how to keep safe when using computers and other technology. 	<p><u>Exploring and using media and materials</u></p> <ul style="list-style-type: none"> - Experiment with different textures and what happens when they are combined. - Adapt their choice of resources when necessary. - Children begin to plan out their work before they start. - Talk about what they like about their creations and how they can make them even better. - Children compare their own work to that of others. <p><u>Being imaginative</u></p> <ul style="list-style-type: none"> - Children express themselves and their feelings through a range of different medium, e.g. song, dance, painting, drawing, craft and creation. - Children extend the repertoire of the role play games, reflecting on their personal experiences.



Week	English	Phonics	Maths
1	Non-fiction: recalling an event; using phonic knowledge to write a sentence(s) (holiday news).	CVC into CCVC words	Sharing small amounts into groups
2	Talk and write about a favourite part of a story.	CVC into CVCC words	Days of the week.
3	Write a series of labels for a picture using phonic knowledge.	Phase 4 sentences: reading	Introduction to an analogue clock; o'clock times
4	Retell a familiar story and write a sentence about it.	Phase 4 sentences: writing	Counting in 2s, 5s and 10s.
5	Reinvent a story to make it their own and write about it.	Phase 4 sentences: writing	Doubling and halving
6	Reinvent a story to make it their own and write about it (continued).	ay, ee, igh, ow oo/oo, ar, or recap and application to sentence writing	Recognising coins 1p to £2.
7	Assessments – longer writing piece	Assessments	Assessments
8	Explore several books by the same author; write about which ones they like, dislike and why.	air, ear, ure recap and application to sentence writing	Number bonds to 10.
9		ee/ea, ay/ai introduction to alternatives	Number bonds to 10 (and 20).
10		oi/oy, ow/oa introduction to alternatives	Exploring height.
11	Making sentences more interesting (adjectives).	ee/ea, ay/ai, oi/oy, ow/oa recap and application to sentence writing	Exploring weight.
12	Making sentences more interesting (adjectives).	or/aw	Problem solving.

Hartsbourne Reception EYFS Other Areas

Other areas of the curriculum are not taught ‘discreetly’ and topics are decided upon every three-four weeks to incorporate children’s interests, however each term we have a number of ‘pre-planned’ themes and opportunities to ensure the cultural capital of our cohort is represented and enhanced.

Autumn	Spring	Summer
<p>Getting to know you – children bring photographs from home and talk about who is in their family in a small group; these are displayed in the classroom (CL, PSED, UW).</p> <p>Rosh Hashanah and Yom Kippur – the children will learn about each festival and why Jewish people celebrate them; sometimes we have a parent visitor (CL, PSED, UW, EAD).</p> <p>Bonfire Night – we learn about why Bonfire Night is celebrated and how; we have sparklers and hot chocolate in the nature reserve (CL, PD, UW, EAD).</p> <p>Christmas and Hannukah – we learn about each festival and how they can be celebrated. The children learn songs for each festival and we have a small holiday party to celebrate (CL, PSED, PD, UW, EAD).</p> <p>Theatre trip (CL, L, EAD).</p>	<p>Easter – the children learn about the Easter story, why Easter is celebrated, by whom and how. The children take part in an Easter egg hunt and other traditional activities from around the world, such as egg rolling (CL, PSED, PD, UW, EAD).</p> <p>Spring and growing – the children are given the opportunity to plant seeds and watch them grow over a period of time; they observe and record what changes happen. We also get butterfly eggs and hatch these with the children (CL, PD, L, M, UW, EAD).</p>	<p>Nature walks – we spend an increasing amount of time in our nature reserve this term and the children continue to have many opportunities to observe changes to their natural environment (CL, PD, L, M, UW, EAD).</p> <p>Changes – we talk about the changes that have happened since the beginning of the year, how children have grown and changed and how they will be soon making the transition into a new class (CL, PD, M, UW).</p> <p>Class trip to Willows Farm (CL, PD, UW).</p>