



## VIEWLEY HILL ACADEMY

### EARLY YEARS FOUNDATION STAGE: CURRICULUM OFFER

#### **Curriculum Statement:**

At Viewley Hill we offer a curriculum that has been designed to promote confidence, curiosity, resilience and independence so that children flourish regardless of backgrounds, circumstances or needs. We engage our children with real life, hand-on experiences that meet the needs of the community that we serve. We work hard to provide a stimulating environment that delivers exciting opportunities, promotes challenge, exploration, adventure and a real love of learning.

As a school we recognise the importance of social and emotional skills, and language and communication. These areas of learning are fundamental in our curriculum as they are pivotal to child development.

We understand that play is an integral part of learning and this is at the heart of our Early Years Curriculum. We believe that the appropriate balance of adult-directed and uninterrupted child-initiated play ensures the best outcomes for pupils. Warm and positive relationships and consistent routines as well as strong relationships with parents are key to enable the best outcomes for our children.

We are passionate about the crucial role that Early Years education has to play in providing firm foundations for children, to enable them to be successful in the school journey ahead of them.

As a school we ensure meet the requirements laid down in the Statutory Framework for the Early Years Foundation Stage, and actively safeguard and promote the welfare of all of our children.

The curriculum is taught through themes which are enriched with classroom enhancements, trips and visitors. Themes are supported by quality key texts which are chosen carefully to encourage children's speech, language and communication development, as well as to broaden and build vocabulary.

We prioritise creating a 'language rich' environment through the use of songs, nursery rhymes and stories. Children in both Nursery and Reception are provided with planned, focussed activities as well as self-initiated learning opportunities in both our indoor and outdoor environments. Our experienced staff ensure that interactions are positive and create opportunities for all children to successfully engage with their learning.

Children are encouraged to become early readers through stories, the daily enjoyment of books and the systematic teaching of phonics. We value parental contribution and provide opportunities for parents to support their child through the use of home loans, reading mornings and teacher-led sessions allowing parents to observe taught phonics sessions in order to promote confidence in home support.

Mathematical thinking is developed through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences. This teaching ranges from child-initiated provision in Nursery, which continues throughout the phase, to small group and whole class teaching in Reception

Throughout the Nursery and Reception years, as part of the learning and teaching process, children will be assessed in relation to their progress towards Development Matters and the Early Learning Goals. These judgements are made on the basis of our in-depth knowledge of the children, which is acquired through on-going formative assessment. These on-going assessments are used to inform planning and next steps. End-of-phase assessments are finalised in the summer term, summarising each child's development, at that point, against the Early Learning Goals.

With the successful implementation of a curriculum that promotes confidence, curiosity, resilience and independence, as well as a structured, safe and challenging learning environment, both indoors and outdoors, children will be able to develop the skills, knowledge and understanding that enables them to be successful learners.

All children will have experienced a curriculum which enables them to be skilful at solving problems, and they will have effectively developed their personal levels of resilience and independence. Children will be actively engaged in taking ownership of their own learning and their enjoyment of this learning will be apparent.

The impact of this curriculum will be that each child can achieve ambitious goals, whether that is within the Early Learning Goal or on their own developmental path.

Children will be successful learners, who appreciate and understand the world around them. They will be prepared for the next stage of their education, as they transition from Early Years to Year 1.

### Early Years Foundation Stage: Long Term Plan

Area	PSED	Understanding the World			Expressive arts and design		Physical	
	Self-regulation Managing self Building relationships	Past and Present	People, Culture and communities	Natural world	Creating with materials	Being imaginative and expressive	Fine Motor	Gross motor
NC Link	PHSE	History	RE	Science / Geog	Art	Music/Drama		PE
<b>Nursery- (2-3 year Old)</b>  <b>(Cubs)</b>	Settling in. Routines/ boundaries (new starters) Transition		Christmas-songs and crafts.  Mothering Sunday  Easter	Explore natural phenomena related to 4 seasons.  Minibeasts Farm animals. Forest School Sessions	Explore paint/messy paint using body parts/ other media	Learn nursery rhymes/ actions.  Explore with musical instruments.	Continuous Provision	Continuous Provision
<b>Nursery (3-4 year old)</b>  <b>(Pandas)</b>	Settling in. Routines/ boundaries (new starters) Transition	All about me – my family.  Remembrance Day (general)	Special people, special places and special times.  Christmas  Easter	Where do we live? Seasons Forces Growing, life cycles, mini beasts. Animals from around the world/farm.	Colour mixing.  Patterns.  Observational drawings – daffodils.	Role-play linked to traditional tales.  Christmas songs	Drawing family – basic details.  Draw animals  Getting dressed/ Undressed for PE	Dance/ Small apparatus Ball skills  Large apparatus  Games/ Running races.
<b>Reception (4-5 year old)</b>	Positive relationships  Healthy food choices  Oral Health  Transition	Who am I? Lives of people around them. Family traditions.  Occupations  Toys past and present  Historic people	What is special about our world?  Special people, special places and special times.  Diwali  The Christmas Story  Chinese New Year.  The Easter Story	Maps  Seasonal Changes  Senses  Environments and habitats. (Human/animal/insects)  Urban versus Countryside  Changing states- melting/evaporation  Similarities and differences of life in different countries. Urban versus Countryside versus seaside.	Materials and Colour mixing.  Observational drawings of plants and animals with accuracy. - Portraits - Firework art - Plants and animals	Harvest Festival  Christmas performance  Watch and talk about performing art.  Instruments to accompany known songs and rhymes.	Finger Gym-small movements  Small tools with accuracy.  Drawing with detail.	Dance-spatial awareness and following sequences  SAQ  Large apparatus  Ball skills  Athletics

<b>Maths</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Cubs</b>	Number Songs	Number Songs	Number Songs	Number Songs	Number Songs	Number Songs
<b>Pandas</b>	Number	Number Patterns Positional language	Number Shape	Number Shape	Number Number patterns measuring	Number
<b>Reception</b>	Number Number patterns Positional language Measure	Number Number patterns  Shape	Number Number patterns  Measure	Number Number patterns  Shape	Number Number patterns  Measure	Number Number patterns  Shape

<b>English</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Cubs</b>	Stories and Rhymes  Large scale mark making using different media.	Stories and Rhymes  Large scale mark making using different media.	Stories and Rhymes  Large scale mark making using different media.	Stories and Rhymes  Large scale mark making using different media.	Stories and Rhymes Large scale mark making using different media.	Stories and Rhymes Large scale mark making using different media.
<b>Pandas</b>	Home Loan  Fiction / Nursery Rhymes  Make marks.	Home Loan  Small scale- controlled mark making.	Home Loan  Tracing of letters-name writing.	Home Loan  Name copying using correctly formed letters.	Home Reader  Name writing from memory.	Home Reader  Initial sound writing.
<b>Reception</b>	Rhymes / Fiction / Non-fiction  Mark Making Labels	Rhymes / Fiction / Non- fiction  Instructions Captions Lists	Rhymes / Fiction / Non- fiction  Story writing	Rhymes / Fiction / Non- fiction  Story writing	Rhymes / Fiction / Non-fiction  Recount	Rhymes / Fiction / Non- fiction  Descriptive writing.