



Rosedale Primary School

EYFS Curriculum

Communication and Language

EYFS Statutory Educational Programme: 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 opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling 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.

At Rosedale we want our children's verbal and listening skills to be competent to ensure that they are confident communicators. At Rosedale, we recognise that our children start in Nursery from different starting points in terms of their speech and language and use of vocabulary. Our aim is therefore to provide opportunities for all learners to develop these key skills as soon as they enter Nursery. We do this through modelling appropriate use of sentences and vocabulary. We have high expectations of our children and encourage them to develop their communication and language skills by providing many opportunities for them to do so. At Rosedale, we create a love of books, from the very start. Exposing children to stories, rhymes and poems and non-fiction books enables our children to learn and embed new vocabulary. By speaking in full sentences and developing a broad bank of vocabulary, enables children to become confident communicators as they move in Year One. This will also have a positive effect on their writing skills. Dedicated time to learning and practising Nursery Rhymes in the Nursery timetable is important to us at Rosedale, along with lots of opportunities to talk and imagine through role-play.

Physical Development

EYFS Statutory Educational Programme: Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor 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.

At Rosedale, we want children to be able to develop their physical skills to equip them to be healthy and active, making healthy choices from an early age. This will be built on as children enter Year One in terms of their work in PE and in PSHE, following the You, Me, PSHE scheme of work. In Nursery, lots of opportunities for building arm muscles (gross motor movements) will be provided and planned for to enable our children to then become confident with fine motor skills and fluent writers in Reception and Year One onwards. We have worked hard to develop and improve our indoor and outdoor learning environments to plan for, support and enable children to have lots of opportunities to develop both their fine and gross motor skills. The deployment of our P.E. lead is integral in supporting our children with their physical skills and promoting and encouraging them to make healthy choices and lead healthy lifestyles.

Personal, Social and Emotional Development

EYFS Statutory Educational Programme: 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 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.

In Nursery and Reception at Rosedale, we want our children to learn to be confident, resilient and able to express and manage their emotions appropriately. Again they will be taught to make safe and healthy choices. Children will be taught about feelings from entry into Nursery, this will be built upon in Reception and this will continue as children enter Y1 and work on the You, Me PSHE curriculum. At Rosedale, we also use Big Talk Education to support our teaching of RSE. Children participate in sessions in Nursery and Reception and these are built upon as children move through school, right up to Year 6. We provide a safe and supportive learning environment, modelling positive interactions, supporting and developing friendships and modelling how to resolve conflicts. We provide learning opportunities, linked with Physical Development for children to know about the importance of looking after their bodies, including their teeth.

Literacy

EYFS Statutory Educational Programme: 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).

At Rosedale, we promote a love of books and reading as soon as children enter into Nursery. We want our children to be exposed to a breadth of good quality stories and books, building their repertoire of stories throughout Nursery and reception. We want children to be able to remember and compare stories and make links between them. We want children to engage in longer conversations about stories that they have enjoyed. We want children to be confident and fluent readers by the end of Reception. By the end of Nursery, we want children to be able to write their name. In Reception we continue to develop phonic knowledge together with equipping them with the writing skills to enable them to be confident to write sentences independently. We use Little Wandle Phonics Scheme from Nursery throughout Foundation Stage and Key Stage 1, to ensure that there is a consistent approach to the teaching of phonics which is built upon.

Mathematics

EYFS Statutory Educational Programme: Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be 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.

At Rosedale, we want children to be able to play with and become familiar and confident to use concrete resources as soon as possible to be able to really understand and develop their concept of number and shape, space and measures. We feel that concrete resources play an integral part in children being able to feel confident within mathematics and this is something that we strongly encourage from Nursery right through to Year 6. In Nursery we want children to be confident to count beyond 5, recognise numerals to 5 and link numerals and amounts to 5. In Reception we want children to be confident to count beyond 10, recognise numerals to 10, link numerals to amounts to 10, and recall number bonds 0-5. We want children to spot numerical patterns. We follow the White Rose Maths Hub Scheme of Work from Reception to Year 6.

Understanding the World

EYFS Statutory Educational Programme: 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 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.

In Nursery in Geography we want our children to be able to have an understanding of the roles and responsibilities of the people who work at Rosedale, the people who help us. We want children to understand the Geography of Rosedale; the immediate Geography of the buildings and the site. This will create the foundations for Y1 onwards, where children will then move onto learning about the surrounding areas and other locations.

In History we want our children to learn about their families, understanding their own history, who their families are, that all of our families are different and unique and to begin the use of historical vocabulary. Children will learn about toys they had as babies and how different they were to the toys that they have now. This will create the foundations for Y1 onwards where children build upon their knowledge of their families and toys.

In Science we want children to learn about their bodies, their senses and plants and animals. We build the foundations for Year One to Year 6 to build upon. We link our Science to PSED and PD work regarding our bodies.

We take into account children’s cultural development, providing them opportunities to learn and explore about the Christian Faith which is built upon as children enter Y1 throughout their school life to Y6, where they will learn about different Faiths following the Doncaster scheme.

Expressive Arts and Design

EYFS Statutory Educational Programme: 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 appreciating what they hear, respond to and observe.

We want to give children opportunities to be creative, to express their ideas and thoughts and feelings in different ways, giving them the tools to do so through dance, roleplay, small world and building, music and art. Children will learn to study an artist in each year group. Our Foundation Stage sets the foundations for skills development for the rest of school through different media; pencil, paint and clay/dough. We create the foundations for children to be able to develop their creative skills which are then built upon throughout school.

