



EYFS Curriculum Rationale & Design

At Captain Cook Primary School we recognise the importance of a strong start in EYFS. Children's early experiences play a critical role in their future educational outcomes and life chances.

We know that our curriculum must be ambitious, whilst ensuring we meet the individual needs of each child. Our intent is that, by the end of the Foundation Stage, all children meet the Early Learning Goals and are ready for Key Stage 1 and beyond. Our curriculum recognises the different contexts, cultural capital and starting points of the children who join our EYFS setting. At Captain Cook Primary School our approach prioritises communication and language, fine motor skills, a love of reading and self regulation. We recognise that these are the areas where many of our children need the most support. We know how important a secure foundation in these areas will be for accessing our curriculum in KS1 and beyond. We also acknowledge the need to for an enjoyable, broad and balanced learning experience. We know we need to act quickly where we can see children need additional support. We know we need to deepen learning and set appropriate challenge for children in areas where they are talented, skilled or more able.

We embrace the principles of the Early Years Foundation Stage.

These principles are:

- 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 and at different rates.

We understand the **Characteristics of Effective Learning** and ensure that we deliver our curriculum through...

Playing and exploring: - Children investigate and experience things, and 'have a go'. We understand that children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.

Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone we embrace each community that our children belong to.

Enabling Environments: We know that children learn and develop well in safe and secure environments where routines are established, resources and activities are carefully considered and where adults respond to their individual needs and passions and help them to build upon their learning over time.

Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others and in which areas.



EYFS Curriculum Pedagogy – Helping Children Learn

Captain Cook Primary School we recognise that children are powerful learners. Every child can make progress in their learning, with the right help.

Our Curriculum is implemented as a balance of structured schemes, planned learning contexts, the recognition of significant events and the flexibility to pursue child led interests or "in the moment" circumstances when they arise. It is delivered, by skilled and trained practitioners, with a mix of different approaches to ensure effective practice, as outlined in the table below.









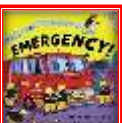





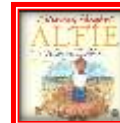
	PLAY		DIRECTED LEARNING	
	INDOOR	OUTDOOR	WHOLE CLASS	SMALL GROUP & 1:1
NURSERY	<p>In Nursery children have access to a range of areas of provision which are resourced to allow children to explore their own play ideas.</p> <p>Skilled practitioners know when to intervene by asking questions, modelling thought processes and extending play by enhancing areas with additional resources when appropriate.</p>	<p>In Nursery children have access to outdoor play on a daily basis. Nursery children have access to their own outdoor space, the shared big area and visit the wild area on occasions.</p> <p>The provision is set up to enable children to lead their own play while developing gross motor skills, learning to manage risk and stay safe. Skilled practitioners extend play and know how support children when they need help to achieve a goal.</p>	<p>During their time in Nursery, children will experience "carpet time" when practitioners will directly teach sessions focussed on core learning such as early phonic skills, maths, music and themed teaching linked to a learning context.</p> <p>Every day children will sing songs, recite nursery rhymes or poems and listen to stories or non-fiction read by an adult.</p> <p>Nursery engage in PE sessions which are taught to a class group, sometimes by specialists such as Gym Jo or Yoga Bugs.</p>	<p>In Nursery children have will have 1:1 back and forth conversations with practitioners throughout the day.</p> <p>Children will work in a small group or 1:1 on a planned activity to develop skills or teach new learning</p> <p>Children work in small groups or 1:1 as part of planned intervention, for example, Talk Boost. Where children have SEND support is given to match the level of need or targets in a SSP. Occasionally it is appropriate to carry out an assessment task 1:1.</p>
RECEPTION	<p>As above, Reception children have access to a range of areas of provision which are resourced to allow children to explore their own play ideas. The themes and context become more complex and the resources are more specialised to match progression in learning.</p> <p>Skilled practitioners know when to intervene by asking questions, modelling thought processes and extending play by enhancing areas with additional resources when appropriate.</p>	<p>In Reception children have access to outdoor play on a daily basis. Reception children have access to their own outdoor space, the shared big area and visit the wild area on occasions. Children continue to develop gross motor skills, manage risk and stay safe as they grow stronger and more independent. Skilled practitioners extend play and know how support children when they need help to achieve a goal. From the Spring term some of the children's play is directed as they are sent to work in areas or complete a specific task independently. Reception children play on the red playground after their lunch.</p> <p>In the summer term children Reception children begin to experience playtime on the playground in the morning as part of their transition into Key Stage 1.</p>	<p>In Reception children's whole class directed learning is increased.</p> <p>Every morning children participate in whole class daily phonics, daily shared stories and texts and maths including Mastering Number and White Rose. The time given to the sessions increases as the children progress.</p> <p>From the Spring term, children begin working on independent writing and independent maths work which they complete at the same time in the classroom. This helps to prepare them for whole class work in Key Stage 1.</p> <p>Reception children attend Celebration Assembly in the Autumn Term and build to attend singing assembly in the Spring and Summer Term ready for KS1.</p>	<p>In Reception back and forth interactions with practitioners are prioritised throughout the day.</p> <p>From the first week in Reception children work in small groups to complete a writing/phonics activity and maths consolidation task. Where children require additional support they work in a smaller ratio or 1:1 if appropriate.</p> <p>Opportunities for children to practise reading are prioritised. Children practise reading with an adult, 1:1, at least three times a week with some children targeted daily.</p> <p>Other areas of the curriculum, for example, directed art and design tasks, are complete in small groups and 1:1 over the year.</p>



Nursery Year Overview






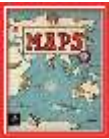






At Captain Cook Primary School we deliver our EYFS curriculum under the umbrella of half termly "Learning Contexts". We use the Learning Context as a hook to engage and interest children while ensuring we deliver the statutory expectations of the Early Years Foundation Stage Framework. The Learning Contexts ensure children have been taught the breath of knowledge and been given the opportunities to meet the Early Learning Goals in all areas. The Learning Contexts also enable us to develop the foundational knowledge children will need to access our curriculum in KS1 and KS2. Topics are deliberately selected to develop children's cultural capital and embed prior knowledge and experiences that will help them as they access our curriculum in KS1 and beyond. Learning Contexts are delivered predominately through the sharing of planned quality texts, visits, experiences and enhanced provision.

We also deliver our curriculum through the use of agreed schemes, educational programs and structured interventions (as listed below and on the next page). Direct teaching, interventions and group work is prioritised. We recognise that parental engagement and involvement is essential in the development and progress of children in the EYFS. We ensure parental engagement and involvement throughout children's time in our setting. How we do this is listed in the table below and on the following page.

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Learning Context	Look at Me Let's Celebrate	Light and Dark Very Busy People	Blooming Marvellous On the Beach/Flexible Topic
Quality Texts Refer to the Reading Spine for more examples of texts that will be used.	    	    	    
Nursery Rhymes, Songs and Poems	Can you play at Peekaboo, Head, Shoulders, Knees and Toes, Twinkle, Twinkle, Old MacDonald, Hey Diddle Diddle, Tommy Thumb, Jack and Jill, 1, 2, 3, 4, 5 Once I caught a Fish, Everybody says sit down.	Little Peter Rabbit, Grand Old Duke of York, Who's that tapping on the window, Peter and Paul, Wheels on the Bus, Teddy Bear, Teddy bear, Baa Baa Black Sheep, 5 Current Buns, 5 Little Ducks.	Humpty, Dumpty, It's raining it's pouring, Little Bo Peep, 10 in the bed, Old King Cole, One Two, Buckle my Shoe, Polly Put the Kettle on, Row, Row, Row the Boat, 3 Blind Mice, Hickory, Dickory Doc, A Sailor went to sea
Routines, Schemes, Programs and Interventions	Calendar, daily songs and Nursery Rhymes Self Register & Fine Motor Skills Master the Curriculum – Maths Early Talk Boost Launchpad for Literacy – in provision interventions Dough Disco and Story Dough	Daily songs and Nursery Rhymes Self Register & Name writing Master the Curriculum – Maths Early Talk Boost Launchpad for Literacy Dough Disco Gym Jo	Daily Songs and Nursery Rhymes Self Register & Name writing Master the Curriculum – Maths Talk Boost Launchpad for Literacy Dough Disco Starting Sounds-Write – N2
Significant Events In EYFS we always respond to "in the moment" events when they represent a learning and talking opportunity –for example when it snows, a helicopter in the sky or if there is a rabbit on the field!	Children's birthdays, Harvest Festival, Remembrance Day, Diwali, new babies being born in Nursery families, Halloween, Numbers day, Bonfire Night, Children in Need, Christmas	Children's birthdays, Chinese New Year, Pancake Day, World Book Day, Easter, Eid, Mother's Day, Easter	Children's birthdays, Nursery Family Sports, Father's Day, Summer Fair, Nursery Graduation, Transition
Parental Engagement	Welcome on the door and home time, Class Dojo, new starter drop in, Christmas stay and play EYFS Open Evening School Support Plans for SEND	Welcome on the door and home time, Class Dojo, new starter drop in, Book Fair and Book Café, Spring time stay and play Communication and Language Parent's Meeting School Support Plans for SEND	Welcome on the door and home time, Class Dojo, new starter drop in, family sports and N2 Graduation, Reception New Starters Meeting, N2 School Lunch New Class Drop In, N2 End of Year Report



Reception Year Overview

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Learning Context	All Change A Long Time Ago	Adventurers and Explorers Captain Cook's Favourite Book	Look Up! Space/That's Super! Flexible Topic
Quality Texts Refer to the Overview School Reading Spine for a detailed list of texts that will be used.	   	    	  
Nursery Rhymes, Songs and Poems	Head, shoulders... If you're happy and you know it... Tommy Thumb, I went to visit a farm today, Incy Wincey Spider, I have a little Spider, Skinnermarinky, 5 Little Peas, 5 Little Ducks, Remember, Remember, Nativity Songs	The Big Ship Sailed, A pirate's Life for me, Row, Row, Row Your Boat, There was a Castle Long Ago, Kookaburra sits in the Old Gum Tree, Hot Cross Buns, Spring Chicken, Eggs Poem	5 Little Men in a Flying Saucer, The Planets Song, We're Walking on the Moon, The Moon Poem by Robert Louis Stephenson, Rocket Shape Poem by Ian Bland
Routines, schemes, programs and interventions	Days of the week and calendar Sounds-Write – Initial Code Units 1 – 7 Mastering Number NELI Launchpad for Literacy – in provision interventions Drawing Club	Days or the week and Calendar Sounds-Write – Initial Code Units 8 – 11 Mastering Number NELI Drawing Club	Days or the week and Calendar Sounds-Write – Units 11 & Bridging Unit Mastering Number NELI Drawing Club
Significant Events In EYFS we always respond to "in the moment" events when they represent a learning and talking opportunity –for example when it snows, there is a helicopter in the sky or if there is a rabbit on the field!	Children's birthdays, Harvest Festival, Remembrance Day, Diwali, new babies being born in Nursery families, Halloween, Numbers day, Bonfire Night, Children in Need, Christmas	Children's birthdays, Chinese New Year, Pancake Day, World Book Day, Easter, Eid, Mother's Day, Easter	Children's birthdays, Sports Day, Father's Day Easter, Eid
Parental Engagement	Welcome on the door and home time, Reception Learning Meeting Parent' Class Dojo, Christmas Nativity Performance Trust Maths Event	Welcome on the door and home time, Class Dojo, Parent's Evening, Easter Egg Competition. Book Fair and Book Café.	Welcome on the door and home time, Class Dojo, End of year Report. Family Sport's day. Year 1 Class Drop in.