

# St Denys Captivating Curriculum

## Early Years



## Early Years Curriculum Intent

Curriculum Drivers	Well Being	Creativity	Communication	Choice	Challenge
Our curriculum drivers shape, personalise and underpin our curriculum, bring about the aims and values of our school, and respond to the particular needs of our learners.	Our curriculum has physical, mental and emotional well-being at its heart. Children only learn if they are safe, well and happy.	Our curriculum harnesses the power of possibility and fosters creative thought, enabling children to solve problems and express themselves in different ways	Our curriculum ensures that children develop the skills necessary to communicate their thoughts, ideas and feelings successfully in a wide range of different forms.	Our curriculum provides children with the knowledge, skills and understanding to make informed choices	Our curriculum provides challenge for all learners, teaches learners to seek challenge and develops the resilience they need to embrace it

In Rainbow class the children come to explore and broaden their knowledge using **the 7 learning areas of the EYFS** inspired by the Chris Quigley Curriculum. Children get inspired to explore their questions, find answers and new information by sharing the learning space, learn from each other and try things out through play.

**Personal, social and emotional development:** converse with a friend, working together, discuss and share resources.

**Communication and Language:** listen to each other, share your ideas, explain your reasoning, ask questions.

**Physical development:** practise gross and fine motor skills, be confident in your own body and know how to look after yourself.

**Literacy:** children to explore texts, enjoy sharing a story, practising their mark making skills and learn to read and write.

**Maths:** deep understanding of amount of number and exploring Shape Space and measure.

**Understanding of the world:** children to test their ideas and broaden their knowledge within the history, geography , ecology and science topics by asking questions and finding out answers.

**Expressive arts and design:** children to explore art by using different type of tools and materials to make and create. Children to express themselves through music, dance and play.

**These are the characteristics of learning that children will develop in Early Years:**



**Playing and Exploring  
– Engagement**

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

**Active Learning  
– Motivation**

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

**Creating and Thinking  
Critically  
– Thinking**

- Having their own ideas
- Making links
- Choosing ways to do things



**This is what we aim for children to achieve in Early Years by the end of The Pebbles Milestone :**

<b>Pebbles Milestone</b> Early Years Foundation Stage	<b>Milestone 1</b> Years 1 & 2	<b>Milestone 2</b> Years 3 & 4	<b>Milestone 3</b> Years 5 & 6
--	-----------------------------------	-----------------------------------	-----------------------------------

### Subject - End of Milestone Outcomes

By the end of **the Pebbles Milestone**, children will be able to...

#### **Personal-social and emotional development**

Is able to complete tasks. Identifies more complex feelings and begins to recognise them in others. Has a stable view of themselves. Demonstrates some basic character virtues. Manages own needs. Takes responsibility for washing, dressing and using the toilet independently

Is developing a sense of social rules. Prefers games of rivalry. Enjoys cooperative play, often relying on an adult to sort out conflicts. Shows sensitivity to the needs of others. Much of their personality is established. Is beginning to recognise differences between themselves and others.

Follows negotiated rules and uses strategies to manage non-compliance. Takes notice of roles performed outside their family, e.g. doctors, firefighters, teachers, police officers. Knows that to buy some things you may have to save up money. Can describe what might be done to care for their environment.

#### **Communication and language**

Is able to complete tasks. Identifies more complex feelings and begins to recognise them in others. Has a stable view of themselves and is starting to express their wants and needs. Demonstrates some basic character virtues. Manages own needs.

#### **Physical Development**

Can balance on one foot for a short time. Plays ball games. Is able to gallop. Walks along a low balance beam. Is able to skip. Can ride a bike without stabilisers. Uses core muscle strength to sit up straight at a table. Threading, pinching, pushing, good grip to use a variety of tools. Uses brushes, crayons and pencils with control. Uses a knife and fork competently. Uses tools to make things.

#### **Literacy**

Reads simple phrases and sentences. Enjoys a range of books. Knows that information can be retrieved from books. Retells simple stories. Can describe settings, events and characters in some detail. Uses vocabulary they have heard in books. Is developing phonological awareness. Shows familiarity with rhyming and beginning sounds. Reads some high-frequency words. Is beginning to blend and segment sounds.

Enjoys writing for a variety of purposes. May write their name. Holds pencil correctly and is beginning to form letters accurately. Knows the sounds letters make and is beginning to spell words based on how they sound. Labels pictures with a few words and later on begins to write simple sentences with correct grammar.

#### **Mathematics**

Counts objects up to five. Shows a group of four objects. Counts structured arrangements to ten. Draws or writes numerals to ten. Accurately counts a line of objects and says how many. Says what becomes before or after a number by counting up from one. Counts beyond 20.

		<p>Subitises to six in familiar and non-familiar arrangements, describing how they see the number. Identifies first to tenth. Can place numbers on a blank number line to 20. Can place numbers on a vertical number line (which includes zero and negative numbers).</p> <p>Can translate patterns by using new materials or actions to represent a pattern, e.g. blue button, red button, yellow button. Is able to extend a pattern even if it ends in a partial unit, e.g. cube, circle, triangle; cube, circle. Creates their own patterns.</p> <p>Solves sharing problems using concrete objects up to 20 and between two and five people. Solves small number multiplication problems by sorting objects into small groups.</p> <p>Describes where an object is, using spatial language. Follows a sequence of directions. Plans and discusses different routes. Rotates and flips objects to make shapes fit, using spatial reasoning. Enjoys making simple maps.</p>
	<b>Understanding the World</b>	<p>Sequences and retells stories. Talks about past and present events in their own life and that of family members. Identifies some similarities and differences between things now and in the past. Explores artefacts and uses them in play. Uses vocabulary to express the passing of time. Knows that they and the world around them changes with the passage of time.</p> <p>Can interpret an aerial view of their school setting, commenting on what they can see, including buildings and roads. Points out landmarks while on a walk in their local area. Uses some specific geographical vocabulary to describe different locations. Is able to see where their country is in the world in relation to others.</p> <p>Shows a basic understanding of how they might have an impact on the environment. Shows concern for living things, e.g. is careful not to damage plants. Knows that plants and animals need to be looked after to survive. Takes responsibility for materials – using them properly, putting them away and performing basic repairs, e.g. sticking down a torn book cover.</p> <p>Makes judgements about properties of different materials and their suitability for construction. Tests out the properties of materials. Draws what they are going to make and explains designs. Describes how a product is made up of many different parts.</p>
	<b>Expressive Arts and Design</b>	<p>Is beginning to think about an artist's point of view. Is starting to think about composition and colour. Experiments with a wide variety of materials. Can use art to represent feelings. Makes intentional representations. Uses a variety of tools with developing expertise.</p> <p>Sings a large repertoire of songs from memory. Can describe changes within a piece of music. Moves rhythmically to a regular beat and can keep time with the music. Has some pitch control and rhythmic accuracy. Plays instruments with some precision and accuracy. Enjoys group singing. Enjoys listening to different genres of music.</p> <p>Demonstrates fluency when moving in a variety of different ways. Explores and moves with appropriate actions in response to a stimulus. Creates dances with movements and gestures to express feelings and ideas. Expresses emotions through facial expression, stance and gesture. Enjoys dancing to music from different cultures.</p> <p>Takes on multiple roles. Includes highly imaginative themes with multiple plans and sequences in play. To set the scene, language is used, which includes understanding, use of inference, predicting and non-verbal communication, such as gestures and facial expressions. Creates play scenes that are made up of longer stories with several steps laid out in sequence. Collaborates with others, planning roles and scenarios</p>

## Implementation

Our whole Early Years curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish, be creative and make choices in order to be the best version of themselves. The St Denys Captivating Curriculum in Early Years has been designed to meet the needs of our learners in our context, meeting the requirements of the Early Years Foundation Stage Curriculum, and informed by research and the principles of the Chris Quigley Essentials Curriculum.

Our learning in Early Years is topic based and aims to cover all elements of the learning area of "the understanding of the world". We use good quality story books and well known non-fiction books to start a topic and hope to engage the children in sharing their thoughts and ideas. It is important that children realise they have a voice and that their ideas matter. We scaffold new vocabulary around these texts and give the children the understanding that they can find out more about the world around them by reading and sharing books.

The power of reading is being enforced by our Phonics scheme "Bug Club Phonics and together with our maths programme "Mastery of Numbers" we aim to give our children the tools to explore their questions and push themselves to find answers, either through reading or problem solving.

This ensures that skills and knowledge are built on year by year, sequenced appropriately and reinforced regularly to maximise learning for all children. It is important that the children develop the progressive skills of an independent and motivated learner that is open to new challenges and has a "can do" attitude throughout their time at St Denys and do not just learn a series of facts/procedures related to the subject. In lessons, children are encouraged to use the skills of an explorer, these are skills that will help them in their adult life.































# St Denys Primary School

## Foundation stage topic overview

**Formatted:** Level 4, Keep with next, Position:  
Horizontal: 1.53 cm, Relative to: Page, Vertical: -0.9 cm,  
Relative to: Margin, Horizontal: 0.32 cm, Wrap Around

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>The Colour Monster</b> <b>PSHE: feelings</b> 	<b>Nocturnal animals</b> <b>Und/world: learning about animals, ecology</b> 	<b>Winter</b> <b>Und/world: Seasons</b> <b>History: time line</b> 	<b>What is Art?</b> <b>Expressive Art/design</b>  <b>Easter:</b> <b>RE: signs of new life</b> <b>PSHE: family/ differences</b>	<b>Life cycles</b> <b>Und/world: biology, ecology and science</b> 	<b>Summer</b> <b>Und/world: Seasons</b> <b>History: time line</b> 
<b>Autumn</b> <b>Und/world: Seasons-change</b> <b>History: time line</b> 	<b>Woodland</b> <b>Und/world: geography, landscapes</b> 	<b>Arctic/Polar bears</b> <b>Und/world: geography, landscapes, ecology</b> 	<b>Spring</b> <b>Und/world: Seasons</b> <b>History: time line</b> 	<b>The Farm</b> <b>Und/world: geography, History, ecology</b> 	<b>Traditional tales</b> <b>Literacy: reading, writing</b> <b>History, time line</b> 
<b>Healthy eating</b> <b>PD: trying new things</b> <b>PSHE: own body</b> 	<b>Diwali / Christmas</b> <b>RE: celebrating</b> <b>PSHE: family/ difference</b> 	<b>Chinese new year</b> <b>RE: story telling</b> <b>PSHE: family</b> 	<b>Growing plants</b> <b>Und/world: ecology and science</b> 	<b>Map reading/making</b> <b>Und/world: Geography</b> <b>Maths</b> 	<b>Traditional tales</b> <b>Literacy: reading, writing</b> <b>History, time line</b> 
<b>Harvest</b> <b>RE: celebrating</b> 	<b>Christmas</b> <b>RE: celebrating</b> 	<b>China-Southampton</b> <b>Und/world: Geography</b> <b>History: time line</b> 	<b>All about me</b> <b>PSHE: family</b> <b>History: time line</b> 	<b>Change</b> <b>RE: being a special person</b> <b>PSHE: family</b> <b>History: time line</b> 	<b>Transition</b> <b>RE: being a special person</b> <b>PSHE: feelings</b> 

Our planning overviews set out the learning journey for each term. Our weekly/unit planning identifies the specific learning intentions and relevant vocabulary. Our success criteria show the context of the lesson/series of lessons, the specific learning intentions (using 'I can' format) and the associated key vocabulary.

Example of Early Years success criteria: -

**Playing and exploring** – I engage in opened activity

- I act out experiences with other people
- I show a "can do" attitude

**Active Learning** - I maintain focus on my activity for a period of time

- I persist with activity when challenges occur
- I show satisfaction in meeting my own goals

**Creating and thinking critically** - I find new ways to do things

- I am developing ideas of grouping, sequencing, cause and effect
- I plan, make decisions about how to approach a task, solve a problem and reach a goal





## Impact

We measure our impact by the way the children develop their ideas and show of their new learned skills when engaging in their “child initiated learning time” or Rainbow time as we call it at St Denys.

The children **plan** their activity, go and **do** the activity and while doing it will **review** their activity.



**Plan:**



**do:**



**discuss:**



**team work:**



**review**

We create lots of moments for discussion so the children can share and develop their knowledge about the understanding of the World around them. We share stories and non fiction texts to challenge the children to become more of a critical thinker and create opportunities to problem solve and work together.

We give them Phonics and Maths strategies so that they can develop all their ideas further.

By observing and questioning the children while they are exploring their own learning, we gauge their knowledge and problem solving skills.

See here an example of how we record evidence in our setting:

## How we record evidence in Early years

The 7 Learning Areas	Autumn Term	Evidence
Personal / social	<p>becoming more confident using the spaces and learning areas.</p> <ul style="list-style-type: none"> <li>• Home shed turn into dark spaces and dens ,</li> <li>• children to work together using the den resources</li> <li>• Remembering routines,</li> <li>• knowing where to find resources and using the learning spaces with more confidence,</li> <li>• team work,</li> <li>• sharing resources.</li> </ul>	<ul style="list-style-type: none"> <li>- Practical</li> </ul> <p>Learning behaviour on the carpet, listening skills, following an instruction, sharing their ideas. Working together in their star/colour groups</p> <p>Knowing where to find and how to use the resources.</p> <p>Taking part in the morning jobs</p> <ul style="list-style-type: none"> <li>- Observations</li> <li>- Discus progress with the adults</li> </ul>
Com / language	<p>Home shed, role play, team work, expressing their needs and wants, share ideas</p> <ul style="list-style-type: none"> <li>• Discus night time, midnight, moonlight, torches ,</li> <li>• share ideas while constructing with the Block Play, share ideas and ask for help while making models at the art table, sharing resources.</li> <li>• Talk about different habitats</li> </ul>	<ul style="list-style-type: none"> <li>- Practical</li> </ul> <p>Sharing their ideas during carpet time, discussing topics, stories, being part of their star/colour group, joining in with the morning jobs</p> <ul style="list-style-type: none"> <li>- Share their ideas on Reading wall</li> <li>- Books</li> </ul> <p>Short statements on their mark making jobs.</p> <ul style="list-style-type: none"> <li>- Observations</li> <li>- Discus progress with the adults</li> </ul>

<b>Physical</b>	<p>Focus on strength, fine/gross motor skills, construction carpet</p> <ul style="list-style-type: none"> <li>• build their own Obstacle course outside.</li> <li>• Becoming more able to sit properly during carpet times,</li> <li>• using the chairs correctly,</li> <li>• working together constructing with the big bricks outside,</li> <li>• moving through the spaces with confidence, practise their cutting skills and practise their pencil control at the writing table.</li> </ul>	<ul style="list-style-type: none"> <li>- Practical</li> </ul> <p>PE lessons, playground and climbing equipment</p> <p>Progress in playful behaviour, joining in with games,</p> <ul style="list-style-type: none"> <li>- Books</li> </ul> <p>Their mark making and cutting skills.</p> <ul style="list-style-type: none"> <li>- Observations</li> </ul> <p>Discuss progress with the adults. Photos shared on Class Dojo.</p>
<b>literacy</b>	<p>Book corner, writing table, mark making, art table</p> <ul style="list-style-type: none"> <li>• Looking at books and sharing their ideas, lots of stories about owls, dark, night time, bed time.</li> <li>• Practising their phonics looking at sound books, copying letter sounds, playing with letter boards</li> <li>• Looking at non fiction books and sharing their ideas ask questions,</li> <li>• practise their mark making skills at the writing table using the practise sheets, colouring pages, practising writing their name.</li> </ul>	<ul style="list-style-type: none"> <li>- Practical (reading)</li> </ul> <p>Phonics lessons, Phonics practise in groups Phonics assessments Exploring the book corner Visiting the school library every week Sharing stories with the class Morning job tasks Practise reading with an adult</p> <ul style="list-style-type: none"> <li>- Books (handwriting mark making and drawings)</li> </ul> <p>Topic related recorded work in topic book.</p>




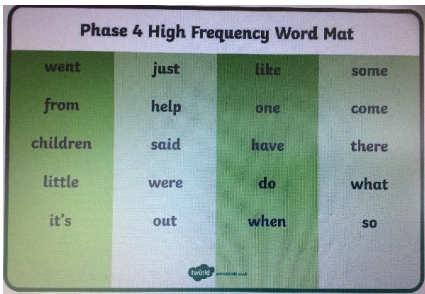
<b>Maths</b>	<p>Maths corner, explore area, practise tray, home shed, construction carpet.</p> <ul style="list-style-type: none"> <li>• Revisiting the comparison skills learned in the maths area,</li> <li>• finding parts of a whole....grouping objects (bears, cubes, beads, animals),</li> <li>• counting to 5-10,</li> <li>• exploring different sizes, colours and shapes.</li> </ul>	<ul style="list-style-type: none"> <li>- Practical</li> </ul> <p>Maths Mastery lessons Power point sessions Group work Maths assessments Morning job tasks</p> <ul style="list-style-type: none"> <li>- Books</li> </ul> <p>Weekly evidence of group work Morning job tasks</p>
<b>Under of the world</b>	<p>Home shed, small world, science tray, explore area</p> <ul style="list-style-type: none"> <li>• Revisiting Autumn using the science tray, exploring the toy animals and create their habitats,</li> <li>• looking at the weather,</li> <li>• acting out events using small world,</li> <li>• play in home shed, act out daily life and explore their questions.</li> </ul>	<ul style="list-style-type: none"> <li>- Practical</li> </ul> <p>Sharing their ideas during carpet time, discussing topics Sharing ideas with a friend, team work, exploring learning during Rainbow time.</p> <ul style="list-style-type: none"> <li>- Reading wall</li> <li>- Books</li> </ul> <p>Topic related recorded work in book.</p> <ul style="list-style-type: none"> <li>- Observations</li> </ul> <p>Discus progress with the adults. Photos shared on Class Dojo.</p>

Our judgements are validated and moderated by SLT and colleagues within the school. We also attend meetings with other early years colleagues in our cluster group and share and discuss our teaching practise.

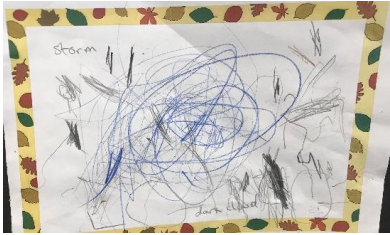
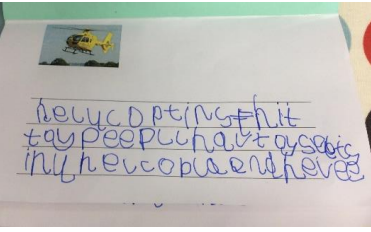
We assess the children in the first 6 weeks of the school year by using the statutory baseline assessment, we continue to observe the children's progress by recording the findings onto our Early Years Developing grid. (It covers all EYFS goals)

See here some progress examples in Reading, Writing and Maths:

# Phonics/Reading:

<p>Autumn : learning Phase 2 sounds, decode words and blend sounds together.</p>	<p>Spring: Recap Phase 2 sounds, learning Phase 3 sounds, blending sounds into words, reading cvc words and captions.</p>	<p>Summer: Recap Phase 2/3 sounds, read Phase 4 words and start to read longer phrases and sentences.</p>
 	 	 

## Writing:

Autumn: Mark making, Letter shapes, tracing	Spring: Letter formation, word writing	Summer: Letter formation, word, sentence writing
 	  	



## Maths:

Autumn:  
Exploring all things Maths, subitising,  
amounts up to 5



Spring:  
Exploring all things maths, amounts to 10,  
grouping, one more one less, count to 20  
and beyond etc.



Summer:  
Exploring all things Maths, amounts to 10,  
number bonds to 10, grouping, one more  
one less, count to 20 and beyond etc.



By the time the children at St Denys leave Early Years and start their journey joining in with Primary, we want them to have developed good listening skills, independent thinking, sharing ideas with confidence, feel like they can achieve and are motivated to take on new learning.

St Denys Early Years pupils should be going up into Year 1 feel confident they can .....

Be a historian



explore different faiths



be a geographer



problem solve like a mathematician



explore the world of text and scribe



be a user of technology science



create as a designer



be creative



ask questions like a scientist



and become a respectful all rounded citizen



PSHE