

# Sherwood Primary School

## EYFS CURRICULUM



Inspire • Explore • Achieve

# Contents

- Curriculum Vision
- Introduction
- Thematic Overview
- Guided Play in EYFS
- Outdoor Learning
- Communication and Language
- Literacy
- Vocabulary and Oracy
- Mathematics
- Expressive Arts and Design
- Understanding the World
- Personal, Social and Emotional Development
- Physical Development
- Technology in EYFS



# Curriculum Vision

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We aim to provide a creative, vocabulary rich curriculum that inspires and challenges our children, in preparation for life in a culturally diverse and ever-changing world. High expectations, inclusive approaches and excellent teaching will form the basis of all our work. Our children will have the opportunity to read widely, explore, ask questions and become knowledgeable, independent learners. Our Curriculum will prepare our children for life-long learning.

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# Introduction

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The EYFS Curriculum at Sherwood is planned to ensure our children are exposed to a wide variety of learning experiences during their Reception Year at Sherwood. The learning that the children experience is carefully planned and differentiated to meet their individual and developing needs. Topics and themes are carefully chosen as starting points for the children to then develop their own lines of enquiry through each learning pathway. Learning is planned around each of the seven areas detailed in the Early Years Foundation Stage Curriculum (2021).

Our Teachers and Key Workers plan specific activities to meet children's needs and interests daily. Children have opportunities to work and play in groups, pairs and individually over the day. Learning is a blend of adult led and guided play activities. We believe that children learn best when actively engaged in their work. The classroom areas in our EYFS Unit (both inside and out) are organised to allow the children to become involved in purposeful activities. It is our aim to inspire our children to explore and investigate the world around them, in order to achieve vital skills, knowledge and values as a foundation for future learning.

# EYFS Autumn Term Curriculum Map

	Autumn Term 1	Autumn Term 2
Themes	Induction Marvellous Me Pets	Into the Woods Abracadabra Light and Dark Christmas
Lead Subjects	Personal, Social, Emotional Development Communication and Language Physical Development	Understanding the World Expressive Art and Design
WOW moments	Key Person Induction New Class Pets	Percy's Treasure Hunt Letters from Meg Nativity Performance
Visits/Visitors/Experiences	Parents in to support transition Visit of Crossing Patrol Visit from a Dentist Visit of Fire Engine	Magician's Day Nativity Performance
Links to Core Values	Independence We are confident and capable, to explore and achieve, at our new school	Perseverance We try our best, even though our learning challenges us
Core Texts	Starting School Stories The Colour Monster Heroes Who Help Us Emergency Services Non-fiction What Pet Should I Get? The Great Pet Sale	Percy the Park-Keeper Stories Meg and Mog story series Star in a Jar Nativity Story
R.E.	Special Times How and why do we celebrate? What times are special to different people and why?	Special Times How and why do we celebrate? What times are special to different people and why?
Digital Literacy	Self-image and identity Online Relationships	Online Reputation Online Bullying

# EYFS Spring Term Curriculum Map

	Spring Term 1	Spring Term 2
Themes	Once Upon a Time	We're Going on a Bear Hunt Dinosaurs Superheroes
Lead Subjects	Literacy Communication and Language	Literacy Understanding the World Expressive Arts and Design
WOW moments	Baking Planting Beans	Going on a Bear Hunt Discovering the dinosaur eggs
Visits/Visitors/Experiences		Dinosaur visit
Links to Core Values	Adventurous We explore our wider school with increasing confidence and knowledge	Honesty We understand the importance of being honest with each other and our wider community
Core Texts	The Little Red Hen The Three Billy Goats Gruff The Gingerbread Man Jack and the Beanstalk The Three Little Pigs	We're Going on a Bear Hunt Tyrannosaurus Drip Supertato Superworm
R.E.	Special Stories Why are some stories special? What special messages can we learn from stories?	Special Stories Why are some stories special? What special messages can we learn from stories?
Digital Literacy	Managing Online Information	Health, Well-being and Lifestyle

# EYFS Summer Term Curriculum Map

	Summer Term 1	Summer Term 2
Themes	In the Garden Down on the Farm	On Safari Under the Sea On the Move Moving to Year 1
Lead Subjects	Understanding the World Literacy	Understanding the World Personal, Social, Emotional Development
WOW moments	Hatching chicks/butterflies/tadpoles Casper arrives Letters from Farmer Ted	Transition days
Visits/Visitors/Experiences	Myerscough Farm Visit Road Safety training	Visit to the Zoo Sports Day Visit to the Church
Links to Core Values	Respect We show respect for each other, living creatures and our world	Aspiration We are ready to move on and reach for the stars!
Core Texts	Chicks—Non-fiction Teeny Weeny Tadpole The Very Hungry Caterpillar Sam Plants a Sunflower Oliver's Vegetables	Elmer Stories Rainbow Fish Commotion in the Ocean Emma Jane's Aeroplane Coming to England
R.E.	Special Places What buildings and places are special to different people?	Special Places What buildings and places are special to different people?
Digital Literacy	Privacy and Security	Copyright and Ownership

# Global Learning Themes

Year Group	EYFS	1	2	3	4	5	6
Global Learning Themes		Interdependence Conflict Resolution	Human Rights Diversity Interdependence	Social Justice Sustainability	Diversity Asylum Seekers Conflict/Bullying	Social Justice Human Rights Sustainability	Human Rights Sustainability Conflict

EYFS	Knowledge and Understanding	Values an Attitudes
	■	■
	■	■



# Guided Play in EYFS



During the school day, Sherwood children will have the opportunity to play alone, with their peers and supported by adults within our EYFS unit. Guided play is a shared experience between adults and children where adults provide scaffolding (preparation of relevant and engaging materials, modelling of new skills, and purposeful conversation) to boost language, development and learning. While independent and unstructured play is the anchor for early childhood development and learning, children benefit enormously from the sensitive, skilled and caring support of adults.

During guided play, Sherwood Teachers and Key Workers may gently intervene in activities that our children find engaging and motivating. Our children will have the opportunity to direct their choices, experiment with new materials, design creative roles and test ideas. Our adults will provide appropriate support and challenge, personalised to support the developing needs of our children within a play-based context.



In order to maximise the impact of our guided play interactions, Teachers and Key Workers endeavour to:

- Make the most of spaces and materials; organise, sort, and gather natural collections and interesting objects.
- Put together related props for thematic play, so that children can carry out meaningful scenarios or games.
- Introduce new vocabulary by asking questions and modelling new ways of playing with materials.
- Support children's interests by providing informational picture books and helping children find answer questions that are meaningful and relevant to them.
- Encourage daily outdoor experiences with freedom to run, interact with nature, and enjoy active physical play.
- Foster engagement with the creative arts, including play with musical instruments (home-made sound-makers are perfect), songs, chants, open-ended art projects and documentation of personal experiences through poems, stories, and dramatic play.
- Revitalise daily reading and storytelling; books offer rich stories and characters to inspire imaginative play.
- Sit in the children's spaces to gather children's ideas for developing spaces.
- Evaluate available play materials.

# Outdoor Learning in EYFS

We have two designated outside learning spaces that our children access daily. We have all weather clothing and footwear available, so children are protected and there are no barriers to learning. The outside areas are an extension of our indoor learning spaces and provide a variety of resources to facilitate learning. In addition to our two designated outdoor areas, the children also participate in frequent Forest School activities that take place around our wider school grounds, including the woodland and pond areas.

Learning outdoors has a positive effect on children's development and offers Sherwood children that opportunities to experience learning in new ways and on a different scale. The experiences that we plan outside offer our children the opportunity to explore, use their senses and be more active. Activities in the outside areas are carefully planned to meet the needs of the children and extend their learning. The outdoor areas are viewed as part of our classroom and as such the children have free access to the outdoor areas, with equal emphasis given to their learning outside and inside. The areas are set up by our Teachers and Key Workers to provide stimulating and motivating learning experiences. The children have opportunities for both adult led and self-initiated play.



Learning opportunities provided during Forest School enable the children to take and manage risks and engage with a wider range of outdoor experiences. At Sherwood, we provide a wide variety of activities in Forest School all of which have an educational benefit. Here are some examples: counting leaves, den making, nature treasure hunts, mini beast hunting, identifying trees, growing seeds and planting plants, making bug hotels, making rainbows from natural objects, leaf crowns and twig weaving, stick percussion and clay faces.

Experiences are carefully planned to provide children with opportunities to develop the skills of communication and teamwork. Our children also have the opportunity to feel and experience the wonderment of nature, explore using all of their senses and understand more about the natural world within which they live.



# Communication and Language

At Sherwood, our children have opportunities to experience a language rich environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations, developing their vocabulary and oracy.

Our learning environment provides many opportunities for the children's development in this area with most aspects of our day and planned activities enabling children to practice and develop their skills.

Sherwood children have daily opportunities to:

- Speak and listen in whole class groups, small groups, whilst working and playing with their friends and on a one-to-one basis with adults.
- Develop the use of appropriate language and vocabulary in many different activities and in every part of the curriculum.
- Share and read a range of quality books with adults and each other and become actively engaged in the stories, non-fiction, rhyme and poetry.
- Retell and talk about texts with confidence applying their new knowledge and vocabulary.
- Ask and answer how and why questions about their experiences and in response to stories or events.
- Express themselves effectively, showing awareness of their listeners.
- Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.

# Reading in EYFS

At Sherwood we believe that it is crucial for children to develop a life-long love of reading. We understand that reading consists of two dimensions: language comprehension and word reading. To develop language comprehension (necessary for both reading and writing) we regularly talk with children about the world around them and the books (stories and non-fiction) they read. We also enjoy rhymes, poems and songs together.

Skilled word reading, taught in EYFS, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. At Sherwood we teach our children Grapheme/Phoneme Correspondences (GPC) to provide an explicit systematic approach to teaching children how to read and write through the Lancashire Red Rose Synthetic Phonics Programme.

Children across the EYFS receive at least three home reading books each week. The home reading books are phonetically decodable and are closely matched to each child's increasing knowledge of phonics and 'tricky' words. Pupils are encouraged to re-read their home reading books several times to develop their fluency and deepen their understanding of the book. In addition to their phonetically decodable home reading book, children can also access a library book to take home. Children are given access to a wide range of reading materials, such as books, poems, fiction and non-fiction reading materials to ignite their interest in books. Library books are designed to be shared between child and their families. Children have the option to change this book weekly.

Children will hear stories read fluently and without interruption daily. These texts will be read repeatedly throughout the year to support the development of vocabulary, language structures and foster a passion for reading.





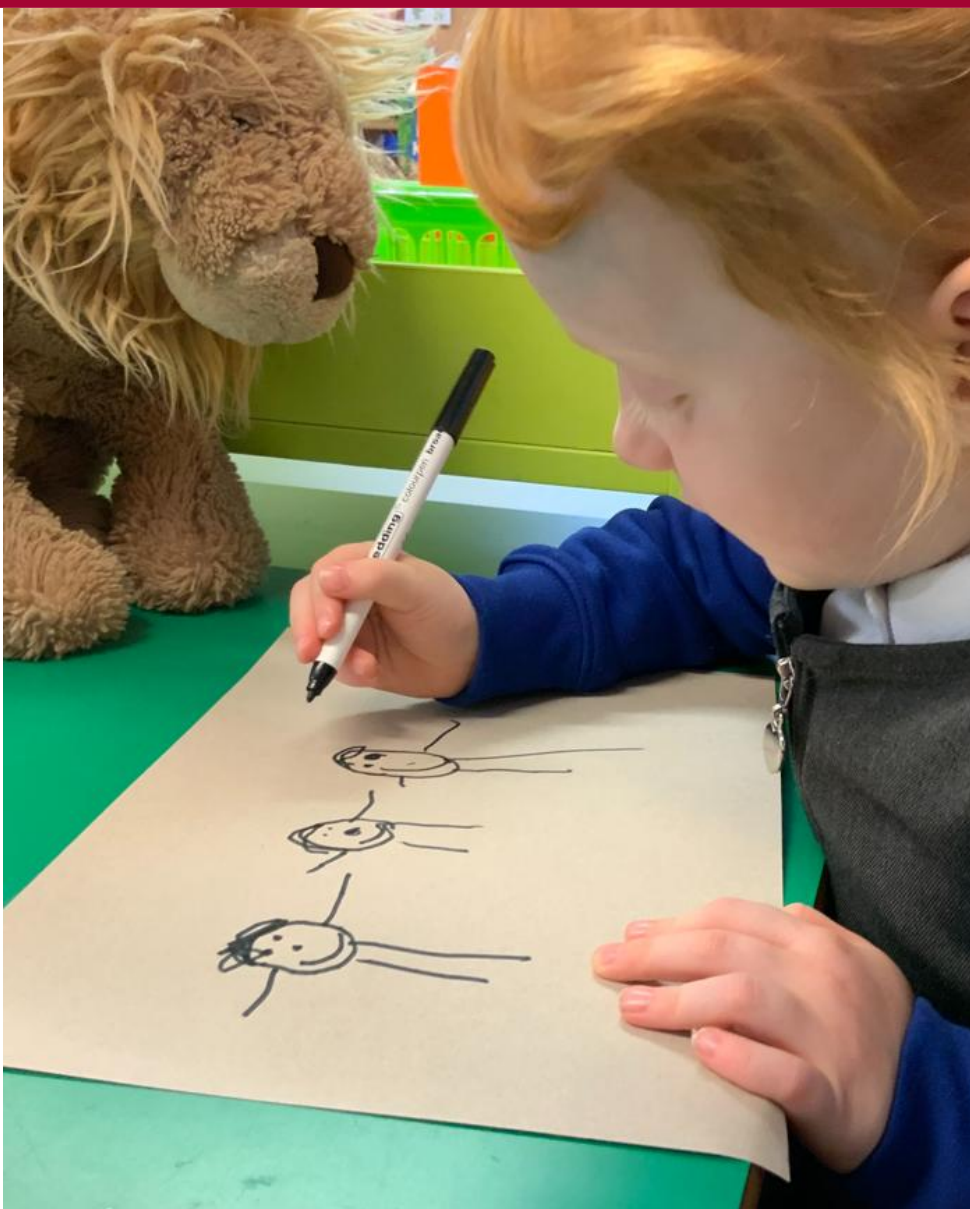


It is our intent for children to develop a love for reading and become independent, fluent readers of a wide range of reading materials including fiction, non-fiction and poetry. Through the design of our curriculum we aim to create a reading culture where children: can access inspiring and challenging texts across a range of genres; read for pleasure; grow their imaginations; escape to new and wider worlds; cultivate reading preferences; share and recommend texts; recognise authors and styles; open doors, understand and apply; communicate, articulate, discuss and challenge; expand vocabulary banks; access learning across the curriculum; apply learning to written work and be ready for their next stage in learning and education. We celebrate reading whenever we can, including through whole school events such as World Book Day, World Poetry Day and theme/author days.

To become an expert reader, our EYFS children will:

- have a secure knowledge and understanding of phonics, including the ability to apply phonics to develop early reading
- employ a range of other strategies to apply to their reading
- be inspired to have a lifelong love of reading
- read widely and for a range of purposes
- be taught the comprehension and decoding skills required to achieve age related expectations
- experience high-quality texts in a variety of text types as models for writing
- develop and understand a high level of vocabulary.

# Literacy



Children at Sherwood are provided with opportunities that build on their speaking and listening skills to begin to develop their reading and writing.

Our children will have opportunities to:

- Share, enjoy and discuss a wide range of books using their own words and recently introduced vocabulary.
- Decode words using their phonic knowledge.
- Begin to recognise some common exception words.
- Experiment with a wide range of mark making materials.
- Have a go at mark making and writing for a wide range of different purposes.
- Learn about specific letter sounds and the correct formation of letters.



# Vocabulary and Oracy

Developing children's language and communication skills is at the centre of our EYFS curriculum. These skills are essential for a child's development in all areas of learning. At Sherwood Primary School we work hard to provide a high-quality vocabulary enriching and oracy education. With vocabulary and oracy at the heart of our curriculum, we are committed to building and embedding a culture of oracy, alongside our vocabulary enriched learning experiences.

Our Teachers and Key Workers develop vocabulary actively, building systematically on children's current knowledge to increase their store of words. Simultaneously, we make links between known and new vocabulary through structured play-based experiences. In this way, it is our aim to expand our children's vocabulary choices. In EYFS we will introduce our children to technical vocabulary which defines each curriculum subject, such as accurate mathematical, historical or scientific language. This language will become a foundation for learning across the Curriculum in KS1 and KS2. At Sherwood, purposeful talk is carefully planned, designed, modelled and scaffolded across the Curriculum to enable our children to develop the skills needed to talk effectively and with confidence. Purposeful talk experiences in EYFS include:

- Engaging with others' ideas and expressing feelings
- Reasoning with other children and adults
- Listening to others to develop understanding
- Changing people's minds and speaking up for what you believe
- Telling compelling stories developing arguments

# Mathematics

In EYFS, our children's mathematical understanding is developed through play, songs, stories and rhymes as well as investigative and problem-solving activities.

At Sherwood, we are committed to a practical approach to the learning and teaching of mathematics. This approach starts in EYFS and the use of concrete equipment continues through KS1 and KS2. We believe that children will develop a firmer understanding of mathematical concepts if they are provided with a range of practical experiences which allow them to practise and develop their skills. Our children will experience opportunities to count, sort, match recognise patterns, identify shapes, measure and problem solve.

We have a Mathematics session every day, which supports children to gain a deeper understanding of mathematical concepts. Every week we plan engaging activities where children will learn mathematical skills in the continuous and enhanced provision, as well as working on specific tasks with an adult. They usually begin with a differentiated group session, working on their problem solving and reasoning, with differentiated questions to provide the appropriate challenge.





The children are encouraged to explore different ways of working, such as using pictorial representations, or manipulating practical apparatus. The children have lots of mathematical opportunities in the continuous and enhanced provision in the classroom. They are encouraged to count with a range of apparatus, such as small toys and counters, and natural materials, such as stones and fir cones.

Our children will learn to:

- Use and recognise numbers and the relationships between them.
- Count, order and compare numbers in different contexts.
- Be encouraged to look for patterns, spot connections and have a go, without fear of making mistakes.
- Make simple calculations involving addition and subtraction.
- Become aware of, recognise and name simple shapes and measures.



# Understanding the World

In this area of the Curriculum, our children develop the knowledge skills and understanding to help them make sense of the world. It is the foundation for later work in Science, Design & Technology, History and Geography and Religious Education in KS1 and KS2. We give our children opportunities to find out about the world around them and to ask questions. Our children explore, design and make different objects using a wide range of tools and materials. We enable children to find out about the past and learn about the school and where they live. They become aware of differences in gender, ethnicity, culture language and religion through exploration, observation, problem-solving, prediction, critical thinking, decision making and discussion. Children will learn:

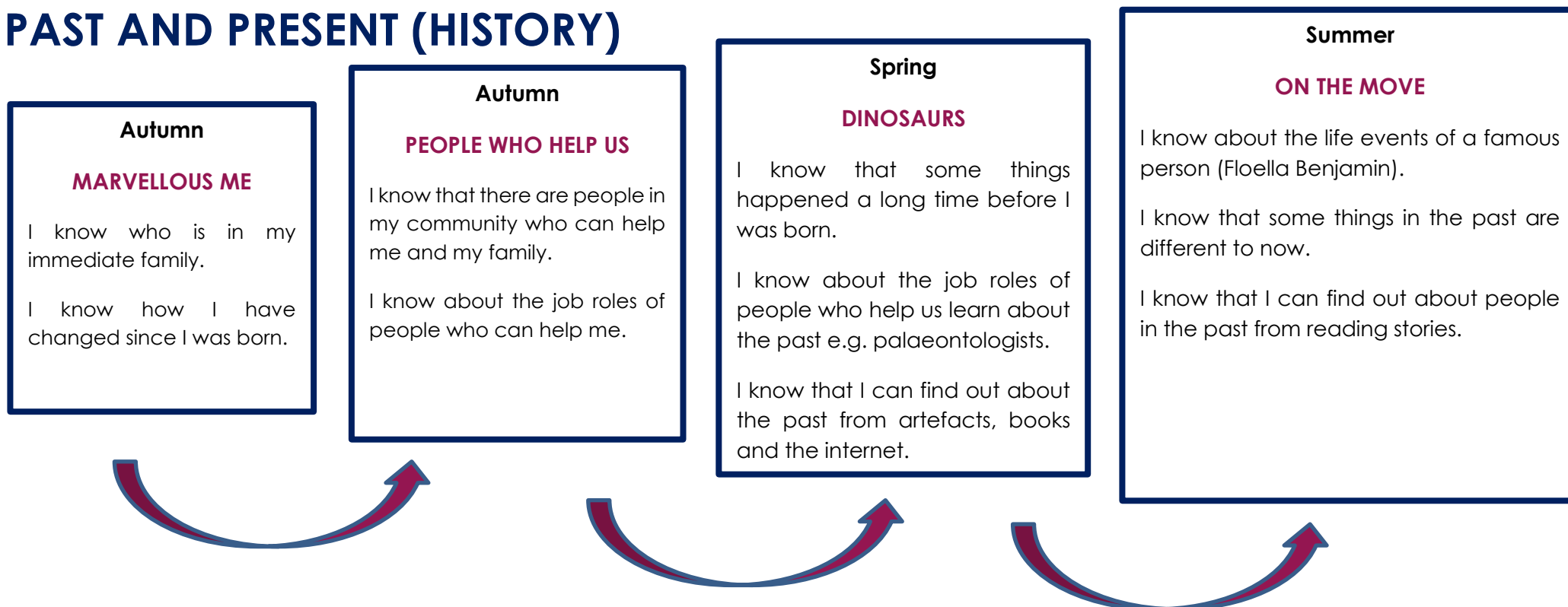
- To understand the past through settings, characters and events encountered and experienced.
- Some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories and non-fiction texts.
- By exploring the natural world around them, making observations and drawing pictures of animals and plants.
- Similarities and differences between different religious and cultural communities in this country, drawing on their own experiences and through books.



# Progression in Knowledge through EYFS

Learning Themes are carefully planned across the Year in EYFS to support pupils in developing a progressively challenging body of knowledge over the year.

## PAST AND PRESENT (HISTORY)



### EARLY LEARNING GOAL

- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

# THE NATURAL WORLD (SCIENCE)

**Autumn 2**

## **PETS**

I know the types of animals that people keep as pets.

**Autumn 1**

## **INTO THE WOODS**

I know how to ask questions about the world through using my senses.  
I know some important processes and changes in the natural world around me including the seasons and changing states of matter.

**Autumn 2**

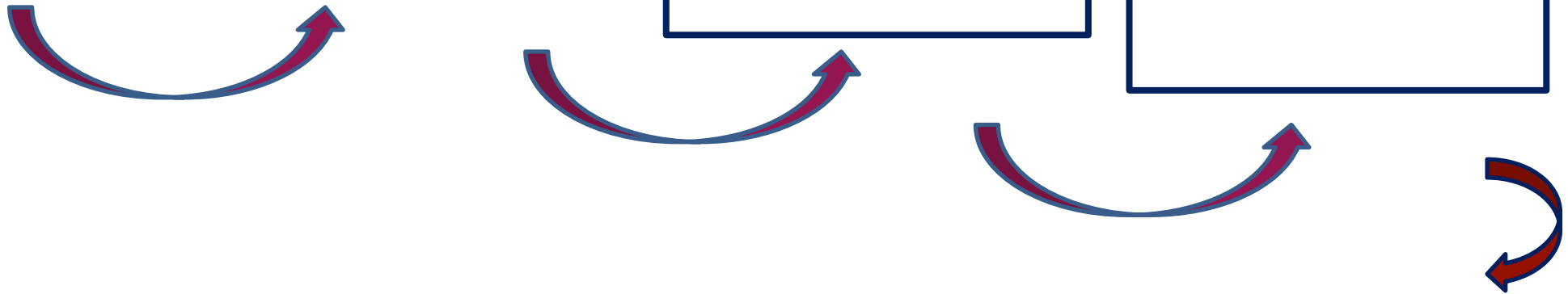
## **LIGHT AND DARK**

I know some animals are awake in the day and other animals are awake at night (nocturnal).  
I know how to make a shadow using different light sources.

**Spring 2**

## **DINOSAURS**

I know which dinosaurs are meat eaters or plant eaters.  
I know how to ask questions about simple science experiments (e.g. volcano erupting experiment).



## **EARLY LEARNING GOAL**

- Explore the natural world around them, making observations and drawing pictures of animals and plants
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

### Summer 1

#### IN THE GARDEN

I know how to care for growing plants.

I know about the growth, decay and changes of plants over time.

I know some similarities and differences in relation to living things.

I know the names of some minibeasts I might find in my garden.

I know about the life cycle of a frog/butterfly.

### Summer 1

#### DOWN ON THE FARM

I know the names of some animals that live on the farm.

I know the food products that come from farm animals.

I know the names of some baby farm animals.

### Summer 2

#### ON SAFARI

I know the difference between animals that live as pets, animals that live on the farm and animals that live in the wild.

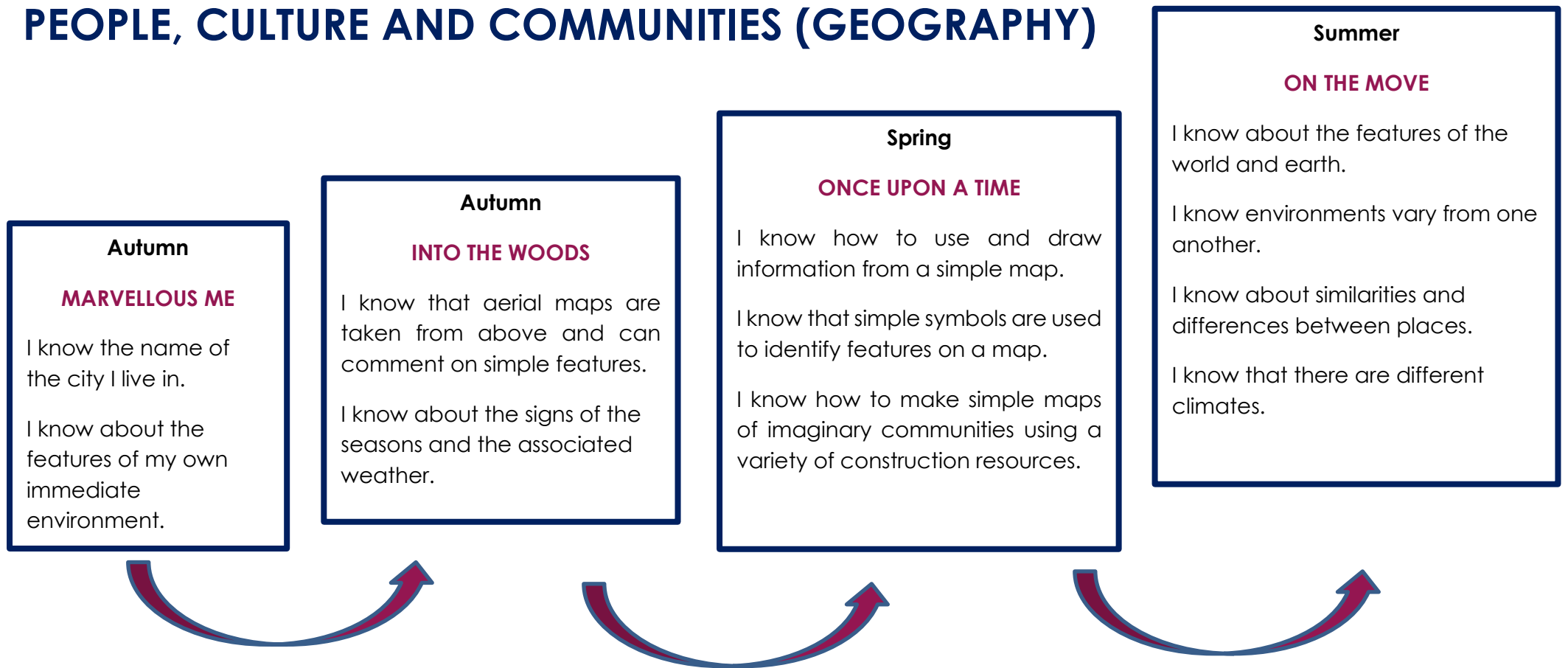
I know the names of some animals that live in different habitats.



#### EARLY LEARNING GOAL

- Explore the natural world around them, making observations and drawing pictures of animals and plants
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

# PEOPLE, CULTURE AND COMMUNITIES (GEOGRAPHY)



## EARLY LEARNING GOAL

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.



# Expressive Art and Design

This area of learning includes art, music, dance, role-play and imaginative play. Throughout the Foundation Stage, our children will have varied opportunities to develop creatively. We recognise that this is an important area of the curriculum as being creative enables children to make connections between one area of learning and another.

Children will have opportunities to:

- Express their creativity and originality through music, art and imaginative play.
- Develop an appreciation of art and music from different cultures.
- Sing a range of well-known nursery rhymes and songs.
- Experiment and work with a range of different techniques and materials to express their ideas.
- Talk about their work and develop confidence to express their ideas.





Design and technology in EYFS enables learners to make sense of the 'made world' in which they live. By making, changing and modifying (or designing) things for themselves, learners gain a greater understanding of their world. D&T enables learners to gain knowledge and understanding of their world. Design is not just about drawing, but about thinking, involving some experience, some imagination and a willingness to change and modify ideas. Technology, on the other hand, is about doing - making something for a purpose, involving putting ideas into practice and having an awareness of the possibilities and limitations of different materials, including making mistakes.

Children will have opportunities to:

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.
- Choose the right resources to carry out their own plan.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Explore how things work.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Create closed shapes with continuous lines and begin to use these shapes to represent objects.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.



# Personal, Social and Emotional Development



For children to be successful in all areas of learning, they need to feel secure and to develop a positive sense of themselves. Much of our provision is based on the need to provide opportunities for personal, social and emotional development.

We aim to enable children to:

- Respect themselves and others and develop a positive self-image.
- Take turns and share.
- Feel confident to take risks and cope with mistakes.
- Form positive attachments to adults, make friends and co-operate in a group.
- Develop a positive attitude to learning.
- Understand and embrace differences in gender, special needs, ethnicity, religion and cultures.

# Physical Development

In the Foundation Stage, Physical Development is vital in helping children to develop a positive sense of well-being, enabling them to pursue happy, healthy and active lives. Children learn to improve their co-ordination, control, manipulation and movement as their fine and gross motor experiences develop.

Children will have opportunities to:

- Experiment with actions using small and large apparatus.
- Use a range of small tools effectively in different situations.
- Practice large movements both inside and outside, such as climbing and jumping, moving energetically.
- Develop their skills using small apparatus and playing games.
- Respond with movement to different stimuli, such as music, stories and rhymes.
- Have more structured PE lessons, both inside and outside, to further develop their fundamental movement skills and spatial awareness.



# Technology in EYFS

At Sherwood, our EYFS children will begin to develop an understanding of how technology can be used as an exciting and innovative tool for learning. Opportunities for creative outcomes using technology are carefully planned through our Curriculum from EYFS, KS1 into KS2. Opportunities to use technology as a tool for learning at Sherwood focus on:

- developing pupils' curiosity,
- a platform for creativity,
- a tool for collaboration.

In EYFS, we encourage children to be aware of the technology that is around them and the role it plays in our everyday lives. This is supported through imaginative play opportunities such as using a telephone in the home corner or using a chip and pin machine in a role play shop. We encourage children to look at the technology used in the world around them through home learning challenges too.

Children are taught in small groups how to use specific apps and websites to support their learning across the curriculum. These resources can then be accessed at home with parents. Apps such as 'Maths Seeds' and websites such as 'Discovery Espresso' provide a wealth of learning opportunities for our children.

We teach our children how technology can support them in becoming independent learners. For example, children are taught to use iPads to take photographs of their models in the construction area and record videos of performances on the outdoor stage. Children are also taught how to scan a QR code to access learning challenges in our areas of continuous provision. We value the importance of teaching our EYFS children to be good digital citizens. Small group sessions are planned each half term to deliver 'Digital Literacy' lessons. These sessions cover important topics such as self-identity, online relationships, online reputation, online bullying and managing online information.