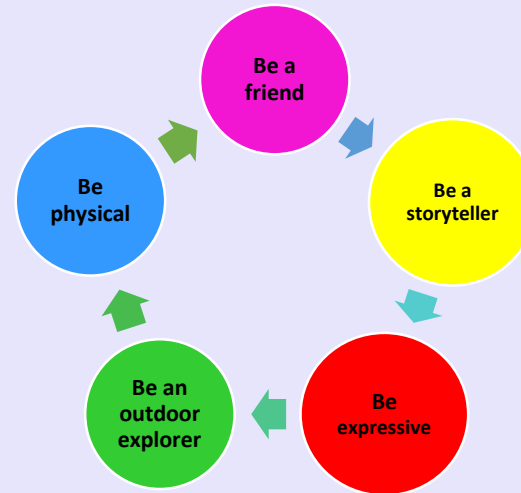


OPPA - EYFS CURRICULUM DESIGN

OUR CURRICULAR GOALS

COFL

OVER ARCHING PRINCIPLES



Our curricular goals provide a stimulus to enhance our children's imagination, creativity and curiosity. We follow our children's interests and plan various enhancements to the continuous provision that ensure broad and balanced coverage of the EYFS framework and enable our children to develop the skills required to achieve the EYFS milestones. All our curricular goals are underpinned by the importance of developing children's speech and language.

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

Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.

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 – embrace each community.

Enabling environments: Children learn and develop well in safe and secure environments where routines are established 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.

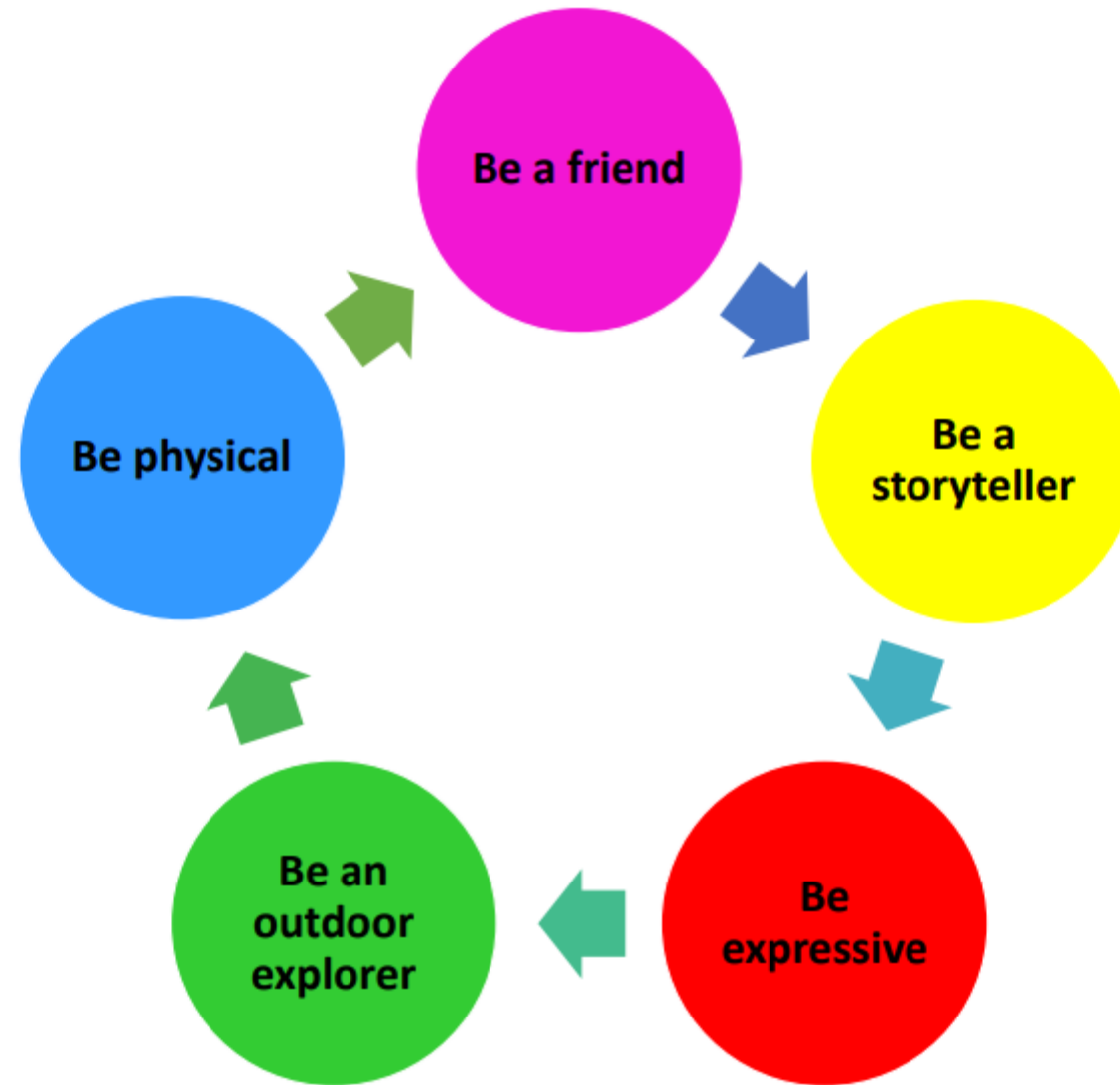
PLAY:

*At Owston Park Primary Academy, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. **PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.***

OPPA - 'HOOK BOOKS' & VOCABULARY COVERAGE

GENERAL THEMES	BE A FRIEND BE A STORYTELLER BE AN OUTDOOR EXPLORER BE EXPRESSIVE BE PHYSICAL		
	AUTUMN	SPRING	SUMMER
<p>POSSIBLE TEXTS AND 'OLD FAVOURITES'</p> <p>INCLUDING SPECIFIC VOCABULARY TAUGHT BUT NOT LIMITED TO...</p>	<p>Nursery</p> <p>The Gingerbread Man - <i>scampered</i> The Three Little Pigs - The Three Billy Goat's Gruff – <i>gobbled, fierce</i> Dipal's Diwali - <i>celebration</i> Funnybones – <i>cellar, frighten</i> The Gruffalo – <i>stroll, terrible</i> Leaf Man - <i>drifting</i> Room on the Broom – <i>grinned, wailed</i> The Jolly Christmas Postman – <i>jolly, interesting</i> The Christmas Story – <i>special,</i> Stickman – <i>deserted, frolicking</i></p>	<p>Nursery</p> <p>We're Going on an Egg Hunt – <i>under, over, excited</i> The Little Red Hen – <i>mumbled, sneaky</i> Mr Wolf's Pancakes – <i>slamming, sighed</i> The Gruffalo – <i>astounding, fled</i> Peppa's Chinese New Year – <i>lucky, lanterns</i> A Squash and a Squeeze – <i>gigantic, frolics</i></p>	<p>Nursery</p> <p>Zog – <i>pranced, triumph</i> Zog and the Flying Doctors – <i>grateful</i> The Snail and the Whale – <i>gazed, immensely, shimmering</i> Freddie visits the Dentist - <i>appointment</i> What the Ladybird Heard - <i>dainty</i> What the Ladybird Heard on Holiday – <i>chuckle, creep</i> Sharing a Shell – <i>Sparkling, romped</i> Superworm – <i>shriek</i></p>
	<p>Reception</p> <p>Stickman – <i>blustery, dull</i> Giraffes can't dance – <i>pranced, twired</i> My First Christmas – <i>wise, plodded</i> Simon's Sock – <i>friendly, pair</i> Room on the Broom – <i>clutched</i> Little Red Riding Hood – <i>sly, creepy, kind, crept</i> Owl Babies – <i>petrified</i></p>	<p>Reception</p> <p>The Gingerbread Man – <i>rapid, tasty</i> The Three Billy Goats Gruff – <i>worried</i> The Three Little Pigs – <i>cunning</i> Jack & the Beanstalk – <i>mischievous</i> The Tiger who came to Tea – <i>delicious</i> A Squash & a Squeeze – <i>titchy, enormous</i> Supertato – <i>rescue, relived</i></p>	<p>Reception</p> <p>Handa's Surprise – <i>juicy, delicious, tangy</i> Farmyard Hullabaloo – <i>bustling, noisy</i> Chicken Licken – <i>disaster, curious, mistaken</i> What the Ladybird Heard – <i>mysterious, smart, crafty</i> Percy the Park Keeper – <i>exhausted, surprised</i> The Very Hungry Caterpillar – <i>ravenous, metamorphosis, cocoon</i> Superworm – <i>grim, squirm, perch</i> Alan's big scary teeth (with an oral health fiction) – <i>scary, hygiene, dentist</i> The little red hen – <i>skipping, selfish, considerate</i></p>

Owston Park Primary Academy - EYFS Curricular Goals



Children show an interest in playing alongside others and are able to take turns when talking and playing with another child, sometimes needing adult support. They use actions or simple words to indicate when they want to join in play and are able to shift focus from their play when someone wants to join. When accessing familiar role play they will begin to involve others.

Children form a good relationship with another showing an increasing confidence in suggesting ideas within play. They demonstrate an understanding of more complex language, using it to develop extended sentences, respond appropriately to questions and share feelings or opinions.

Children increasingly use language to communicate with others, listening carefully and talking about things they want to do or have done. They are more confident approaching a small group to indicate they want to play and are then able to suggest ideas to the group when extending play.

Children begin to show the ability to negotiate with others and solve problems without aggression, instead using their growing confidence in speaking about feelings and opinions. They engage others in play through conversation and listen carefully to ensure that their responses are appropriate. They begin to develop a shared narrative in role play.

Children use strategies to decide on boundaries for play and are able to try to resolve conflict with others when playing in a group. They are increasingly confident in making choices in play and expressing their opinions which means that they are able to develop ideas together, taking on board others ideas to make changes.

Children are able to engage in back and forth conversation with others, confidently expressing their ideas and opinions. They are able to regulate their emotions using a range of strategies which enables them to work and play cooperatively. They are sensitive to the feelings and ideas of others.

be a friend

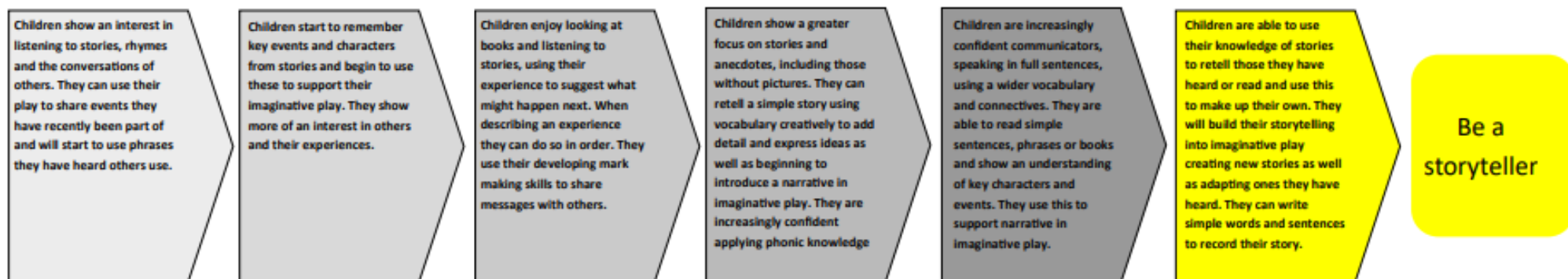
Direct Teaching

We will support the development of these key skills through:	
Talk partners Barnaby Bear Daily storytime 'Forest Fridays' - Collaborative forest school session Adult Interaction during provision time	Adult Interaction during provision time Talking partners in lessons Circle time Snack time Storytime

Provision

Opportunities to develop skills towards this curricular goal come through using provision rather than specific planned activities. Provision requiring collaboration, sharing, problem solving and following rules support children in developing friendships. Children learn to read body language and pick up on non-verbal queues. Throughout the daily routine children make choices, follow expectations and adhere to boundaries that are in place to support social interaction.

Children demonstrating the key skills will:					
React positively to others playing in the same area as them.	Make a choice about who they want to play with.	Consistently use talk to engage with others including answering questions and sharing their experiences.	Answer questions appropriately	Offer suggestions for how play should unfold.	Keep a conversation going with others by asking and answering questions and sharing their ideas.
Share resources when asked.	Play for an extended period of time with another child engaging in back and forth within the play.	Demonstrate good listening when others speak.	Use talk to enhance shared play such as allocating roles or making up a basic story.	Listen when others give ideas and use others ideas to make changes to play.	Show that they recognise how they are feeling and use taught strategies to manage their emotions.
Engage in back and forth play but may need adult support.	Use words to keep play going or change the play.	Interact with more than one child in play.	Use talk to try and resolve problems with others, sometimes needing an adult to help.	Recognise a wider range of feelings and tell others when they experience these emotions.	Show consideration of the feelings of others and adapt their behaviour to support.
Use some words and or actions when interacting in play and pay attention when others speak to them	Answer a question from another child or adult.	Join others and engage with them when they are playing	Recognise simple feelings such as happiness and sadness and be able to tell others when they experience these emotions.	Use their speech and understanding of boundaries to resolve differences.	



We will support development towards these milestones through:	
Direct Teaching	<p>Story vote</p> <p>Daily nursery rhymes</p> <p>Daily storytime & Weekly 'Hook Book'</p> <p>Barnaby Bear—reading from the diary</p> <p>Nursery Library visit</p>
Provision	<p>Books in all areas of provision linked to resources—e.g. Biscuit Bear in playdough area</p> <p>Home corner with familiar resources eg food packaging,</p> <p>Role play resourced for Halloween, Bonfire, Diwali, Christmas etc</p> <p>Reading area to include nursery rhymes eg spoons, back drops, puppets</p> <p>Update 'Miss Fletcher's Star Reads'</p>

Children meeting these milestones will:					
What will the child do:	Chooses a story or rhyme that they like	Chooses to play with story props in small world which link to the current story	Chooses to mark, make telling others what their marks represent	Will respond with comments or questions during story inputs	Is able to answer questions and chooses to ask questions to check understanding or further knowledge
	Shows they are listening eg by looking at the person speaking, responding to their words or gestures	Sometimes uses elements of stories they have heard when accessing small world and role play eg character names, key phrases	Talks about what they have done, sometimes needing prompting	Begins to make up a story when engaging in imaginative play	Writes cvc words and dominant sounds when writing for a purpose
	Sometimes responds to the things they hear by talking	Listens as others talk about the things have done or are going to do, sometimes asks questions or makes a comment	Describes what they have done in order	Sometimes uses words, phrases, characters or storylines from familiar stories in play	Reads words and simple sentences in provision
	Uses language they have heard when engaged in imaginative play		Can suggest what is going to happen on the next page, sometimes needing a question	Includes some letters within mark making when intending to write	Able to suggest ideas within role play and uses this to sustain imaginative play through

Children increasingly use talk and actions to communicate ideas and needs and to engage in play with others, developing their vocabulary to include some descriptive words. They begin to show an interest in a range of creative play in parallel with others, exploring different media and materials. They move their body to music.

Children extend their use of talk to share thoughts, beginning to use connectives to link ideas. Their mark making shows more control and a range of lines. They begin to use their interest in creative play to create new things from models to small world scenes to simple rhythms. They explore the use of tools to make changes.

Children use talk to plan, explaining what they intend to do in play eg I am going to make a car. They are able to answer others simple questions about the things they are doing. They begin to show a clear intent within creative play when using imagination when selecting the resources they need to enhance it.

Children can retell a simple anecdote using a variety of vocabulary to add detail and use imaginative language to enhance role play. They begin to consider the details within their work, using tools and techniques to add marks, mix colours etc. When exploring dance or music being to express feelings and ideas through combinations of movements or sounds.

Children are increasingly confident communicators, speaking in full sentences, using a wider vocabulary and connectives to enhance imaginative play and express feelings or ideas. They choose tools and materials purposefully to adapt creations and develop their work. They are able to suggest and develop a storyline when engage in imaginative play.

Children recount their experiences and express their ideas and feelings using a range of tenses, full sentences and a range of appropriate vocabulary. They share the things they create talking about the processes they have used and considering adaptations they would make to improve. They invent, adapt and perform in imaginative ways.

Be expressive

We will support the development of these key skills through:

Direct Teach-

Wake up, shake up (dough disco, flappers)
Daily storytime
Singing
Instrumental sounds—carpet time (phase 1)
Adult Interaction during provision time

Singing hands time
Wake up, shake up (go noodle)
PE sessions
Daily storytime
Adult interaction during provision time
Sharing photos of experiences from home on Class dojo (show and tell)

Provision

Role Play, Percussion, flappers,
Small World
Loose Parts
Craft resources
Construction

Children demonstrating the key skills will:

Uses some words and or actions when interacting in play and pays attention when others speak to them
Uses simple descriptive words such as colour or size
Reacts positively to others playing in the same area as them
Joins in with some action songs

Uses talk to share their thoughts
Makes straight and circle lines using lower arm movements
Makes models with construction equipment
Uses small world resources in play, beginning to show purpose when laying out the resources
Explores tools such as scissors or mark making tools

Talks about their play
Consistently uses talk to engage with others including answering questions about their play
Chooses resources for creative play with a clear purpose

Begins to make up a story when engaging in imaginative play
Uses a wider range of words specifically linked to their play
Creative work is increasingly recognisable with specific details included eg correct colours/shapes
Links together at least two different movements in physical play

Speaks in full sentences often including connectives.
Recognises a wider range of feelings and can tell others when they experience these emotions.
Considers how to change their models or play to make them better, choosing tools and resources appropriately
Offers suggestions for how imaginative play should unfold.

Can tell a story orally sometimes using props, demonstrating an understanding of the correct order and use of specific vocabulary
Leads a narrative in role play, taking on board the ideas of others and adapting
Talks about the things they make and how they made them

Children start to manage their own dressing needs for accessing the outside area, noticing changes in weather. They show an awareness of danger and the importance of using equipment safely. When accessing the outside area they start to show their interest in the environment and may notice flowers, trees and insects.

Children start to independently put on outside clothing, taking into account the weather they have noticed. They enjoy exploring the space looking at the features of the natural environment, describing the shape, appearance and position of the things they see as well as asking and answering simple questions.

Children use their senses to explore the natural environment, indicating the things they have noticed using actions and words. They know how to keep safe whilst outside and are beginning to manage potential risks. They are able to use their skills to create using things they find outside including mark making and representing numbers.

Children talk about the things they see, hear and feel outside, answering a range of questions and describing changes. They observe the natural environment closely and are able to talk about differences between different seasons or places. They use hand held tools safely and with control including recording their experiences.

Children show that they can manage the risks involved in using and transporting equipment, demonstrating good hand eye coordination when using tools to maintain control. They show an understanding of the life cycles of different living things, talking about changes, similarities and differences. They are able to use books and technology to support their learning.

Children show confidence working in the natural world observing closely to identify and explain patterns or change and similarities or differences between places and times. They use their reading and writing skills to enhance their experiences and are able to use their creativity when accessing natural resources to plan and design.

be an outdoor explorer

We will support development towards these milestones through:

'Forest Friday' - Collaborative forest school session
Daily storytime / hook books about outdoors
Daily Maths Meeting—Weather / Season
Planned activities outdoors—Autumn walks etc
Adult Interaction during outdoor provision (Quad)
Routines for choosing outside, hometime etc

Daily maths meeting—discuss seasonal changes & weather
Storytime—weather and setting is always discussed
Adult conversation in outdoor provision (lunch time on the field and provision in the quad).
'Forest Friday' - weekly forest school session

Main quad— safety when going up and down stairs, negotiating different surfaces, building, sand and water, mud kitchen, bikes, climbing equipment obstacles
'Forest Fridays' - Collaborative forest school session: Child initiated learning—natural mud kitchen, percussion, den building, team skills

Children meeting these milestones will:

Points or talks about things they notice outside that interest them

Knows they need a coat when the weather is colder and may attempt to put it on

Sometimes notice potential hazards or things that may be a barrier to play and will seek out an adult to help

Indicates an awareness that they need to be careful when using equipment

Attempts to put coat on sometimes needing help

Comments on the weather

When exploring uses a range of words to describe features

Comments on things they see, hear or feel including things they have made

Alerts adults or other children to danger

Follows the rules outside

Makes and creates using natural materials provided

Shows curiosity and wants to know more about the things they see, feel or hear.

Uses what they know and have found out to answer questions

Demonstrates control when using tools for mark making, designs etc

Are observed using equipment safely and will alert others to risk.

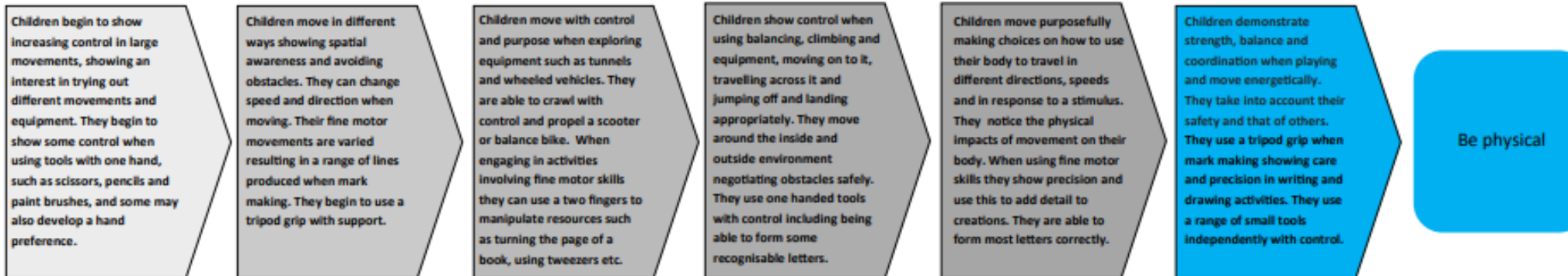
Notifies, comments on and explores key features of the natural environment

Uses a range of ways to find out information including books and the internet

Uses the things they have learnt about the outside environment to enhance and develop play.

Shows confidence using reading and writing skills when learning outside.

Is able to explain features, changes and events in the outdoor environment



We will support the development of these key skills through:	
Direct Teaching	<p>Wake up, shake up</p> <p>Adult interaction in provision</p> <p>Daily outdoor learning provision</p> <p>Forest School Session</p> <p>Body percussion / carpet time</p>
Provision	<p>Finger gym morning activity</p> <p>Weekly PE session</p> <p>Forest School session</p> <p>Go noodle</p> <p>Daily use of trim trail at play time</p>
<p>Provision—finger gym, playdough, construction</p> <p>Main quad— safety when going up and down stairs, negotiating different surfaces, building, sand and water, mud kitchen, bikes, climbing equipment obstacles</p>	

Children demonstrating the key skills will:					
<p>Explores equipment outside, sometimes using it without support</p> <p>Uses mark making tools with whole arm movements</p> <p>Attempts to use scissors but may need some support with grip and control</p>	<p>Completes a simple obstacle course</p> <p>Moves around the classroom avoiding large obstacles</p> <p>When accessing the outside area can change from slow to fast and can change direction</p> <p>Makes straight and circle lines using lower arm movements</p> <p>Uses tripod grip when supported</p>	<p>Uses large scale equipment without support eg crawls through a tunnel, moves a scooter or balance bike</p> <p>Uses a pinching action to manipulate small resources</p>	<p>Climbs up and down A frames</p> <p>Balances on beams, tires and planks</p> <p>Jumps off equipment and lands on to feet</p> <p>Moves around the classroom avoiding other children and smaller obstacles</p> <p>Mark making movements are purposeful and identifiable</p> <p>Forms some letter shapes</p>	<p>Can adapt their body movements for a purpose</p> <p>Talks about what happens to their body when they move and why it is important to be active</p> <p>Pictures show detail which makes it clear what the child is drawing</p> <p>Uses letters when writing that can be identified and are largely formed correctly</p>	

OPPA - EYFS - ELGS

EARLY LEARNING GOALS – FOR THE **END OF THE YEAR** - HOLISTIC / BEST FIT JUDGEMENT!

COMMUNICATION AND LANGUAGE	PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT	PHYSICAL DEVELOPMENT	LITERACY	MATHS	UNDERSTANDING THE WORLD	EXPRESSIVE ARTS AND DESIGN
<p>ELG: Listening, Attention and Understanding</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>ELG: Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>ELG: Self-Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers;.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>ELG: Gross Motor Skills</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>ELG: Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG: Writing</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>ELG: Number</p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>ELG: Numerical Patterns</p> <p>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>ELG: Past and Present</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>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.</p> <p>ELG: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>ELG: Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>