

Huntington Community Primary School

EYFS Intent



Learn to Live
Live to Learn

- At Huntington CP School our aim is to create a learning environment and build relationships which support, enhance and invite a child's curiosity, confidence and individual competency to flourish regardless of background, circumstance or need.
- We aim to work collaboratively with parents and carers to develop independent, enthusiastic learners who thrive and reach their full potential.
- It is our intent that children who enter our EYFS begin their lifelong learning journey by developing physically, verbally, cognitively and emotionally, whilst also embedding a positive attitude to school and a love of learning.
- To ensure children make good progress, it is our intent to take into consideration the starting points and needs of all our pupils as they begin their learning journey.
- Every child has access to a broad, balanced and differentiated curriculum which prepares them for now and for the future in terms of opportunities and experiences.
- Following personal interests and individual needs allows us to plan and provide opportunities throughout our EYFS curriculum to support learning and development and achieve their next steps.

Characteristics of Effective Teaching and Learning

Playing and Exploring

Children investigate and experience things and

'have a go'

- Realise their actions have an effect on the world.
- Plan and think ahead.
- Guide their own thinking and actions.
- Make independent choices.
- Bring their own interests and fascinations into school.
- Respond to new experiences.

Active Learning

Children concentrate and keep on trying if they encounter difficulties and enjoy achievements

- Participate in routines.
- Begin to predict sequences based on routines.
- Show goal-directed behaviour.
- Begin to correct their mistakes themselves.
- Keep on trying when things are difficult.

Creating and Thinking Critically

Children have and develop their own ideas, make links between ideas and develop strategies for doing things

- Take part in simple pretend play.
- Sort materials.
- Review their progress as they try to achieve a goal.
- Solve real problems.
- Use pretend play to think beyond the 'here and now' and to understand another perspective.
- Feel confident about coming up with their own ideas.
- Make more links between those ideas.
- Concentrate on achieving something - control their attention and ignore distractions.

Communication and Language - Core Skills

Autumn Term

Spring Term

Summer Term

Birth to Three (Nursery class)

Birth to Three (Nursery class)

- **Speaking**
- Use intonation, pitch and changing volume when 'talking'.
- Understand single words in context – 'cup', 'milk', 'daddy'.
- **Listening and attention**
- Listen to simple stories and understand what is happening with the help of pictures
- Generally focus on an activity of their own choice and find it difficult to be directed by an adult
- **Understanding**
- Understands frequently used words such as 'all gone' and 'no'.
- Understand simple instructions like 'give to nanny' or 'stop'.
- Recognise and point to objects if asked about them

- **Speaking**
- Start to say how they are feeling, using words as well as actions.
- Start to develop conversation, often jumping from topic to topic.
- Develop pretend play: 'putting the baby to sleep'.
- Use the speech sounds p, b, m, w.
- Pronounce multi syllabic words such as 'bananas' and 'computer'
- **Listening and attention**
- Listen to other people's talk with interest, but can easily be distracted by other things.
- **Understanding**
- Make themselves understood, and can become frustrated when they cannot.
- Identify familiar objects and properties for practitioners when they are described
- Understand and act on longer sentences like 'make teddy jump'.
- Understand simple questions about 'who', 'what' and 'where' (but generally not 'why')

Key Vocabulary

Who	What	Story	Idea	Poem	Listening	Questions	
Where	Why	Speaking	Rhyme	Song	Instructions		

Personal, Social and Emotional Development - Core Skills

Autumn Term

Spring Term

Summer Term

Birth to Three (Nursery class)

Birth to Three (Nursery class)

- **Understanding Feelings**
- Feel strong enough to express a range of emotions.
- Grow in independence, rejecting help. Sometimes this leads to feelings of frustration and tantrums.
- **Sense of Self**
- Thrive as they develop self assurance
- **Making Relationships**
- Play with increasing confidence on their own and with other children

- **Understanding Feelings**
- Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.
- Be increasingly able to talk about and manage their emotions.
- Talk about their feelings in more elaborated ways 'I'm sad because...'
- **Sense of Self**
- Notice and ask questions about differences such as skin colour, types of hair.
- Learn to use the toilet with help, and then independent
- **Making Relationships**
- Develop friendships with other children.
- Safely explore emotions beyond their normal range through play and stories.

Key Vocabulary

Happy	Sad	Angry	Emotions	Safe		
Play	Friends	Healthy Food	Feelings	Kindness	Friends	

Physical Development - Core Skills

Autumn Term

Spring Term

Summer Term

Birth to Three (Nursery class)

Birth to Three (Nursery class)

- **Moving and Handling**
- Clap and stamp to music
- Fit themselves into spaces such as dens, tunnels and large boxes
- **Health and Self-Care**
- Show an increasing desire to be independent- taking coat off.

- **Moving and Handling**
- Enjoy starting to kick, throw and catch balls.
- Build independently with a range of appropriate resources.
- Walk, run, jump and climb.
- Spin, roll and independently use ropes and swings.
- Sit on a push-along wheeled toy, use a scooter or ride a tricycle.
- Develop manipulation and control.
- Explore different materials and tools.
- Use large and small motor skills to do things independently.
- **Health and Self-Care**
- Start eating independently

Key Vocabulary

Stop/Start	Climb	Crawl	Hop	Walk	Run		
Jump	Catch	Kick	Fast	Slow			

Literacy - Core Skills

Autumn Term

Spring Term

Summer Term

Birth to Three (Nursery class)

Birth to Three (Nursery class)

- **Reading**
- Enjoy songs and rhymes, tuning in and paying attention.
- Enjoy sharing books with an adult.
- Say some of the words in songs and rhymes
- Copy finger movements and other gestures
- **Writing**
- Notice some print, such as the first letter of their name.
- Enjoy drawing freely.
- Add some marks to their drawings, which they give meaning to.

- **Reading**
- Pay attention and respond to the pictures or the words
- Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
- Sing songs and say rhymes independently.
- Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.
- Repeat words and phrases from familiar stories.
- Ask questions about the book. Makes comments and shares their own ideas.
- Develop play around favourite stories using props.
- **Writing**
- Make marks on their picture to stand for their name.

Key Vocabulary

Name	Picture	Words	Marks				
Sound	Rhymes	Songs	Writing				

Mathematics - Core Skills

Autumn Term

Spring Term

Summer Term

Birth to Three (Nursery class)

Birth to Three (Nursery class)

- **Mathematics**
- Develop counting like behaviour, such as making sounds, pointing or saying some numbers in sequence
- Build with a range of resources
- Complete inset puzzles.
- Take part in finger rhymes with numbers.

- **Mathematics**
- Combine objects like stacking blocks and cups. Put objects inside others and take them out again.
- React to changes of amount in a group of up to three items.
- Compare amounts, saying 'lots', 'more' or 'same'.
- Count in everyday contexts.
- Compare sizes, weights etc.
- Notice patterns and arrange things in patterns.

Key Vocabulary

Numbers	Size	Counting	Shapes	Finger Numbers			
More	Less/Fewer	Same	Pattern				

Understanding the World - Core Skills

Autumn Term

Spring Term

Summer Term

Birth to Three (Nursery class)

Birth to Three (Nursery class)

- **People and Communities**
- Notice differences between people
- **The World**
- Repeat actions that have an effect.

- **People and Communities**
- Make connections between the features of their family and other families.
- **The World**
- Explore materials with different properties.
- Explore natural materials, indoors and outside.
- Explore and respond to different natural phenomena in their setting and on trips.

Key Vocabulary

Family	Differences	Celebrations	metal	World				
Materials	Animals	Wood	plastic					

Expressive Arts and Design - Core Skills

Autumn Term

Spring Term

Summer Term

Birth to Three (Nursery class)

Birth to Three (Nursery class)

- **Creating with Materials**
- Explore paint, using fingers and other parts of their bodies as well as brushes and other tools
- Notice patterns with strong contrasts
- **Being Imaginative and Expressive**
- Enjoy taking part in action songs, such as Twinkle, Twinkle, little star
- Anticipate phrases and actions in rhymes and songs, like 'Peepo'.
- Join in with songs and rhymes, making some sounds.
- Explore their voice and enjoy making sounds
- Move and dance to music
- Show attention to sounds and music

- **Creating with Materials**
- Make rhythmical and repetitive sounds.
- Explore a range of sound-makers and instruments and play them in different ways.
- Start to make marks intentionally.
- Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.
- Make simple models which express their ideas.
- **Being Imaginative and Expressive**
- Start to develop pretend play, pretending that one object represents another.
- Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.
- Use their imagination as they consider what they can do with different materials.

Key Vocabulary

Colours	Materials	Imagination	Play	Draw	Pretend	Stories		
Singing	Painting	Instruments	Explore	Sound Makers	Act Out	Music		