

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 3&4 Year Olds - Nursery

- **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:
- Use the speech sounds p, b, m, w.
- **Listening and attention**
- Generally focus on an activity of their own choice and find it difficult to be directed by an adult.
- 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.
- Listen to simple stories and understand what is happening, with the help of the pictures.
- Identify familiar objects and properties for practitioners when they are described
- Understand and act on longer sentences. Understand simple questions about 'who', 'what' and 'where' (but generally not 'why')

3&4 Year Olds - Nursery

- **Speaking**
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Use talk to organise themselves and their play:
- Use a wider range of vocabulary.
- **Listening and attention**
- Pay attention to more than one thing at a time, which can be difficult.
- **Understanding**
- Understand a question or instruction that has two parts.

3&4 Year Olds - Nursery

- **Speaking**
- Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words.
- Use longer sentences of four to six words.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Start a conversation with an adult or a friend and continue it for many turns.
- Develop their communication, but may continue to have problems with irregular tenses and plurals.
- **Listening and Attention**
- Enjoy listening to longer stories and can remember much of what happens.
- **Understanding**
- Understand 'why' questions.

Key Vocabulary

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

Personal, Social and Emotional Development - Core Skills

Autumn Term

Spring Term

Summer Term

Birth to Three - 3&4 Year Olds - Nursery

- **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.
- 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.
- **Sense of Self**
- Notice and ask questions about differences.
- 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.

3&4 Year Olds - Nursery

- **Understanding Feelings**
- Increasingly follow rules, understanding why they are important.
- Talk about their feelings.
- Understand gradually how others might be feeling.
- **Sense of Self**
- 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.
- Be increasingly independent in meeting their own care needs.
- **Making Relationships**
- Develop their sense of responsibility and membership of a community. Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.

3&4 Year Olds - Nursery

- **Understanding Feelings**
- Find solutions to conflicts and rivalries.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- **Sense of Self**
- Make healthy choices about food, drink, activity and toothbrushing.
- Remember rules without needing an adult to remind them.
- **Making Relationships**
- Become more outgoing with unfamiliar people, in the safe context of their setting.

Key Vocabulary

Happy	Sad	Angry	Worried	Safe	Rules	Respect	Emotions
Play	Oral Health	Healthy Food	Independent	Kindness	Friends	Valued	Feelings

Physical Development - Core Skills

Autumn Term

Spring Term

Summer Term

Birth to Three - 3&4 Year Olds - Nursery

- **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.
- **Health and Self-Care**
- Show an increasing desire to be independent- taking coat off.

Birth to Three - 3&4 Year Olds - Nursery

- **Moving and Handling**
- Continue to develop their movement, balancing, riding and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Use one-handed tools and equipment.
- Show a preference for a dominant hand.
- **Health and Self-Care**
- Use large and small motor skills to do things independently.

3&4 Year Olds - Nursery

- **Moving and Handling**
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Choose the right resources to carry out their own plan.
- Collaborate with others to manage large items.
- Match their developing physical skills to tasks and activities in the setting.
- Use a comfortable grip with good control when holding pens and pencils.
- **Health and Self-Care**
- Be increasingly independent as they get dressed and undressed.

Key Vocabulary

Balance	Climb	Crawl	Hop	Walk	Skip	Run	Jump
Throw	Catch	Kick	Fast	Slow	Space	Games	Stop/Start

Literacy - Core Skills

Autumn Term

Spring Term

Summer Term

Birth to Three - 3&4 Year Olds - Nursery

- **Reading**
- Enjoy songs and rhymes, tuning in and paying attention.
- Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
- Sing songs and say rhymes independently.
- Enjoy sharing books with an adult.
- 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**
- 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.

Birth to Three - 3&4 Year Olds - Nursery

- **Reading**
- Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing
- Engage in extended conversations about stories, learning new vocabulary.
- **Writing**
- Make marks on their picture to stand for their name.

3&4 Year Olds - Nursery

- **Reading**
- Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound.
- **Writing**
- Use some of their print and letter knowledge in their early writing.
- Write some or all of their name.
- Write some letters accurately

Key Vocabulary

Front Cover	Back Cover	Illustration	Author	Print	Blend	Segment	Name	Marks
Sound	Rhymes	Songs	Phoneme	Letters	Phonics	Writing	Words	Picture

Mathematics - Core Skills

Autumn Term

Spring Term

Summer Term

Birth to Three - 3&4 Year Olds - Nursery

Mathematics

- Combine objects like stacking blocks and cups. Put objects inside others and take them out again.
- Take part in finger rhymes with numbers.
- React to changes of amount in a group of up to three items.
- Compare amounts, saying 'lots', 'more' or 'same'.
- Count in everyday contexts.
- Complete inset puzzles.
- Compare sizes, weights etc.
- Notice patterns and arrange things in patterns.
- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5.

3&4 Year Olds - Nursery

Mathematics

- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Show 'finger numbers' up to 5.
- Link numerals and amounts.
- Compare quantities using language: 'more than', 'fewer than'.
- Talk about and explore 2D and 3D shapes.
- Understand position through words alone.

3&4 Year Olds - Nursery

Mathematics

- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.
- Make comparisons between objects relating to size, length, weight and capacity.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof...
- Combine shapes to make new ones – an arch, a bigger triangle etc.
- Talk about and identifies the patterns around them.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional.

Key Vocabulary

Numbers	Subitise	Counting	Shapes	Match	Size	Weight	Capacity	Measure
More	Less/Fewer	Same	Pattern	Repeat	Ordering	Finger Numbers	Position	Sorting

Understanding the World - Core Skills

Autumn Term

Spring Term

Summer Term

Birth to Three - 3&4 Year Olds - Nursery

- **People and Communities**
- Make connections between the features of their family and other families.
- Notice differences between people
- **The World**
- Repeat actions that have an effect.
- Explore materials with different properties.
- Explore natural materials, indoors and outside.
- Explore and respond to different natural phenomena in their setting and on trips.
- Use all their senses in hands-on exploration of natural materials.
- **Technology**
- Uses pipes, funnels and other tools to carry/transport water from one place to another.

3&4 Year Olds - Nursery

- **People and Communities**
- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.
- **The World**
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Explore how things work.
- **Technology**
- Shows interest in toys with buttons, flaps and simple mechanisms and begins to learn to operate them.

3&4 Year Olds - Nursery

- **People and Communities**
- Continue developing positive attitudes about the differences between people.
- **The World**
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- **Technology**
- Seek to acquire basic skills in turning on and operating some digital equipment.

Key Vocabulary

Family	Planting	Celebrations	Change	World	Country	Map	Jobs	Animals
Lifecycle	Growing	Seasons	Weather	Recycling	Materials	Living Things	Work	Differences

Expressive Arts and Design - Core Skills

Autumn Term

Spring Term

Summer Term

Birth to Three - 3&4 Year Olds - Nursery

- **Creating with Materials**
- Join in with songs and rhymes, making some sounds.
- 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.
- Enjoy and take part in action songs.
- 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.

3&4 Year Olds - Nursery

- **Creating with Materials**
- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail.
- **Being Imaginative and Expressive**
- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Make imaginative and complex 'small worlds' with blocks and construction kits.

3&4 Year Olds - Nursery

- **Creating with Materials**
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings.
- Explore colour and colour-mixing.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape of familiar songs.
- **Being Imaginative and Expressive**
- Develop their own ideas and then decide which materials to use to express them.
- Begin to develop complex stories using small world equipment.
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Create their own songs or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

Key Vocabulary

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