



CHRIST CHURCH CHORLEYWOOD C OF E SCHOOL
Trust, Love & Respect: Learning & Growing with God
EYFS Curriculum Map 2021-2023

Our EYFS curriculum has been carefully designed to include challenging, exciting, and diverse experiences that support child development in all areas of the statutory EYFS framework. We have planned to include features of the natural world that children will encounter during their time in school, the weather, and the seasons that they will experience throughout their time in EYFS, the use of the local environment, including Chorleywood Common as a rich natural learning environment, and a variety of topics that appeal to a wide range of young learners. We have created this in a way that allows for flexibility, creativity, and adaptability so that our EYFS curriculum can and will include learning that is led by the children's own interests and experiences. We plan in a variety of ways that include long term overarching aims, short term topics and seasonal experiences, and 'in-the-moment' planning that is responsive to observations and conversations that the adults have with the children during their play and learning time in school.

When planning to meet the aims and objectives of our EYFS curriculum, we consider the following:

- The needs, interests, prior experience, and the skills of each child, as an individual, to decide how to provide for next steps in learning.
- The topic or 'hook' that we will provide to engage a child in their next steps of learning.
- The physical environment. By carefully planning the room layout, resources, atmosphere, and aesthetics of the classrooms, we ensure that these are learning and communication friendly spaces. This is also known as 'continuous provision', which represents a significant part of the children's experience in the EYFS, where children are given the opportunity to fully involve themselves in play. The provision within the environment ensures that this period of play is vibrant, real, and includes high-order thinking. Observations of the children during this period of the day supports the staff to plan for future provision and helps to shape planning for the rest of the curriculum.

We plan for the seven areas of the EYFS curriculum, which includes:

- Communication and language (prime area of learning)
- Personal, social and emotional development (prime area of learning)
- Physical development (prime area of learning)
- Literacy (specific area of learning)
- Mathematics (specific area of learning)
- Understanding the world (specific area of learning)
- Expressive art and design (specific area of learning)

There are many cross-curricular links within Early Years Education and our curriculum map shows how we make these links. This is by no means an exhaustive list of all the experiences we will offer children in Early Years.

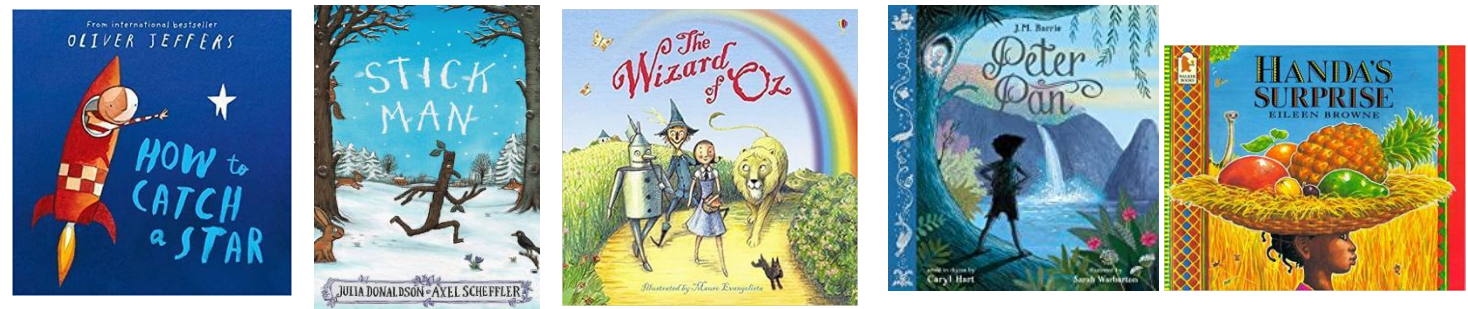
Communication, Language and Literacy: Key texts

We use high quality texts to support communication and language in the EYFS. These have been chosen for their diversity, inclusivity, to support the range of interests that children show during their Early Years' experience, and for their choice of vocabulary. Key texts are read as class reading books in each year group; many of the books will be linked to class topics or to other areas of the EYFS curriculum.

Nursery key texts:



Reception key texts:



Communication, Language and Literacy: Supporting the development of strong communication and language skills

We prioritize the development of expressive and receptive language development in Early Years. During a child's first term of a child's time in school we carry out baseline language assessments using Wellcomm. The results of these baseline assessments inform our planning, so that we can make provision for any gaps in language development. We create language rich classrooms by setting up communication friendly spaces, and by planning for the introduction of key vocabulary as part of story reading, topic work, role play, adult-led tasks, interactive experiences, and talking walks within our school and local environment.

Nursery communication and language provision

- Morning routine-welcome, Storytime, speaking & listening question time, topic/activity starter
- Monday - weekend news
- Pupil voice recorded on displays
- Phase 1 phonic games (carpet time)
- Daily rhyme time
- Reading area
- Creative & imaginative play activities to promote language use (role play, small world etc)
- Communication circle intervention group

Reception communication and language provision

- Autumn/forest walks/map-reading hunts
- Weekend news in key-worker groups-listening challenges within this.
- Role-play areas/cosy corners to allow language to develop/outdoor shelters with books and quiet areas to read and talk
- Book corner
- Key books for each topic – other books laid out throughout provision
- Partner talk-time on carpet
- Daily story-time
- Music scheme focusing on rhyme and Nursery rhymes
- Acting out stories
- Books from home shared, with pupil voice valued and recorded through wall displays

Communication, Language and Literacy: early reading and phonics

Children are introduced to Phase 1 phonics as soon as they enter the Nursery class. Throughout their time in Nursery, children will be immersed in the seven aspects of phase 1 phonics, which teaches them to tune into the sounds and the words they hear all around them. In Reception, the children begin 'Floppy's Phonics', a systematic synthetic phonics teaching programme for early reading and writing success. Early reading is supported using reading books that support the 'Floppy's Phonics' scheme of work. Children in Reception are provided with weekly home reader books and the staff hear the children read in school every week.

Nursery early reading and phonics provision



- Phase 1 phonics followed throughout the year (using the above key texts to cover all aspects)
- Daily shared story time
- Daily rhyme time
- Weekly whole class phonics session plus small group follow up session

Reception early reading and phonics provision

- Phase 1 continued throughout the year, with rhymes/sound walks etc.
- Daily phonics sessions using 'Floppy's phonics' and enhancements/whiteboard work
- Opportunities to sound-blend throughout day with adults scaffolding
- Writing areas and access to sound mats/phonics flashcards
- Vocabulary on display linked to topic
- Literacy writing sessions to apply phonic knowledge.

Communication, Language and Literacy: supporting early mark-making, fine-motor and writing skills (links with physical development)

Learning to write requires children to be exposed to activities that support both their language development and their phonemic awareness, as well as their physical and fine motor development. Before children can physically hold a pencil, they will need to have developed certain fine and gross motor skills. In the EYFS we plan for these experiences so that the children can gain core strength, shoulder mobility and stability, wrist strength, hand, and finger strength, can cross the midline, and have good hand-eye coordination. These pre-writing skills will help a child to develop an efficient pencil grip that will allow for writing.

Early writing or emergent writing is characterized by scribbling or pretend writing. The next stage sees children beginning to develop an awareness that letters and words carry meaning, and children will begin to produce letter-like shapes when writing. Transitional writing occurs next when children understand the link between letters and sounds. As children continue to increase their understanding of the letter-sound correspondences taught through a systematic synthetic phonics approach, they can produce writing that makes sense to themselves and can be read by other people.

Nursery communication and language provision

- Mark making area (indoor continuous provision) plus topic related resources to be independently accessed
- Weekend news
- Daily gross motor skills in outdoor provision
- Weekly dough disco session
- Daily playdough table for C.P
- Role play areas with relevant resources (post office, vet etc)
- Outdoor writing areas - mark making with water, sand, chalks
- Fine motor activities (e.g., threading, peg boards, tinkering boards, playdough)

Reception communication and language provision

- Role-play areas with relevant resources/clipboards
- Writing areas in all areas of provision/developing outdoor classroom
- Handwriting sessions with specialized books – to do in small groups
- Pen disco sessions
- Interventions to develop fine motor skills
- Use of sound mats and name cards for encouraging writing
- Time allocated for gross motor development/forest school
- Enriched environment with easy access to arts/pens materials

Personal, social, and emotional development (links with communication and language development)

Personal, social, and emotional development takes high priority in the EYFS. Until a child is feeling safe and settled, they are not ready to learn. We use the Leuven scales to monitor children's wellbeing and engagement in school, and sensitively support children to achieve high levels in both areas.

We plan to meet the needs of individual children, and this is supported through the Coram Life Education SCARF programme.

Nursery personal, social and emotional provision

- All about me topic
- Opportunities to work on meaningful relationships with adults and peers through play (key worker system)
- Learning how to play - taking turns, sharing, listening, expressing & coping with emotions
- Daily opportunities to become independent (hand washing, rolling snack, tidy up time, coats etc)

Reception personal, social and emotional provision

- Term begins with All about me topic/photo brought in from home
- Weekly PSHE lessons
- Book focus on diversity
- Invitations for parents to provide us with resources/information on family religion/culture that can be shared
- Adults mindfully support self-regulation and co-regulation, where appropriate
- Daily quiet time with cushions from home to allow for a 'reset'

Physical development (links with fine-motor development and writing)

This area of the curriculum plans to develop a child's movement, handling of objects, understanding of their own body and health, and levels of self-care. Children develop in these areas in a range of ways, including spatial awareness when moving, coordination of small and large movements, effective use of tools, expressing the times when they need or do not need physical help with something, and through positive and collaborative experiences with others.

Nursery gross-motor provision

- Daily opportunities to work on managing basic hygiene & personal needs
- Weekly dance/PE lesson
- Weekly dough disco session
- Outdoor provision: large equipment, trikes, ride on cars etc
- Mud kitchen, gardening, sand area, large scale construction - focus on digging, carrying, building
- Cutting & mark making

Reception gross-motor provision

- Weekly dance/PE lessons/outdoor allocated time with bikes and scooters/forest school
- PSHE lessons – healthy bodies/healthy minds
- Outdoor resources- opportunities for large motor skills to develop-large blocks/pulley trolley/large tyres
- Dough or pen disco/fine motor activities laid out in provision or for interventions
- Specialized loop scissors to develop early cutting skills

Mathematical development

We follow a maths mastery approach across the whole school which aims to develop mathematical success for all children. In the EYFS the aim is to develop firm mathematical foundations that are engaging and age appropriate. We follow the White Rose scheme of work, which is further supported by the NCETM (National Centre for Excellence in the Teaching of Mathematics).

Nursery mathematical provision

- Daily rhyme time incorporating number
- Morning routine: How many are here? How many are missing?
- Number of the week - weekly whole class session followed up with small group work and CP opportunities
- Exploring shape, space & measure using construction, water play, cookery
- Use of Number-blocks to confidently work on number to 5 and then possibly 10 by end of year

Reception mathematical provision

- Daily Number Mastery sessions, supplemented with episodes of Number-blocks with questioning used to facilitate understanding and to recognize patterns
- Weekly adult-led math's groups
- Enriched continuous provision that includes access to 5 frames, 10 frames, sorting trays, small objects for counting, part-whole models, number lines, number cards, dice, and dominoes
- Daily routines that incorporate math's. e.g. how many children are here today?
- Songs linked to math's
- Enriched mathematical opportunities within cross-curricular learning in all aspects of our day

Understanding the world (links with religious education and spiritual development)

This aspect of the EYFS curriculum is about how children learn about other people, the place where they live, and the environment around them. This is broken down into three key areas of learning: people and communities, the world, and technology. As a C of E school, we actively promote a values-based curriculum, which is underpinned by our core values of love, trust and respect. As the centre of a wider partnership between families, church, governors, and the local community, we work to prepare the children for their next steps in life. Spiritual thoughts and feelings are an integral part of the emotional growth process for young children, and we seek to actively support this process through the curriculum we provide in the EYFS.

Nursery provision to develop understanding of the world

- Seasonal topic work using our local environment & resources
- Emphasis on seasonal understanding
- Science-based learning - baby animals & growing (Summer Term)
- Let's celebrate topic - Diwali, Remembrance, Christmas, Easter, Bonfire Night, Valentine's Day (spreading love & kindness) and other festivals celebrated by families in our class
- Our Wonderful World topic - global citizenship

Reception provision to develop understanding of the world

- All about me topic
- PSHE/RE lessons and assemblies
- Science based learning- Autumn walks/changes of seasons/ hatching of chicks at Easter etc.
- Specialized Mini mash computing program/ access to bee-bots etc.
- Outings-school trips/church blessing

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Nursery provision to develop understanding of the world

- Assemblies and hymns
- Participation in selected whole school collective worship
- The creation story (link to our wonderful world topic)
- Nativity story & play - the true meaning of Christmas
- Easter story
- World religions reflected within the class

Reception provision to develop understanding of the world

- Story of Noah's Ark
- Remembrance Day
- Nativity story and play
- Easter story and creating a book
- Other bible stories
- Assemblies and hymns
- World religions reflected within the class

Expressive art and design

This area of the curriculum plans to develop a child's imagination, creativity, and their ability to use media and materials. Children do this in a range of ways including singing songs and making music, dancing, playing with colours, textures, and designs, and through dramatic storytelling or role play. These approaches help children to represent their own feelings and ideas.

Nursery art and design provision

- Mark making area - cards, stencils, stickers, pens, pencils etc (Indoor and outdoor)
- Painting area with equipped large easel (always open in CP)
- Art History - lesson focus on a famous artist (topic linked):
Sunflowers (Van Gogh): Harvest
Fireworks (Jackson Pollock): Diwali & Bonfire Night
The Great Wave (Hokusai): Our wonderful world
Starry Night (Van Gogh): Nativity
The Snail (Matisse): Minibeasts/focus on cutting skills
Leaf art (Andy Goldsworthy): Autumn/outdoor art
Portraits (Picasso): All about me/playdough faces
Pointillism (George Seurat): Christmas calendars
Perfect Square (Piet Mondrian): maths
- Music & songs linked to topics
- Role play area to express imagination and dramatic storytelling

Reception art and design provision

- Music lesson and songs linked to topic throughout
- Weekly dance sessions with expert teacher
- Role-play and story-telling opportunities – eg. acting out 'Handa's surprise'
- Drawing/step by step sessions with expert teacher
- Planned and free opportunities to develop art and design
- Accessible provision which children can access independently