



## Tonacliffe Primary School Early Years Curriculum 2024-25

Our Curriculum	
	<p><i>‘Every child deserves the best possible start in life and the support that enables them to fulfil their potential’ (DfE 2020).</i></p> <p>At Tonacliffe Primary School we value each child as a unique individual, plan learning opportunities that are tailored to their interests and nurture their naturally curious minds. Ultimately our intent is to ensure all of our children are happy, safe and secure and making progress from their individual starting points; gaining knowledge and skills that provide the right foundation for good future progress through school and life.</p>
	<p><b>Intent</b></p>
	<p>By the end of their nursery year, we want our children to be able to:</p> <p>Characteristics of Effective Learning:  <b>Playing and Exploring</b>- children investigate and experience things and ‘have a go’.  <b>Active Learning</b>- children concentrate and keep on trying if they encounter difficulties and enjoy achievements.  <b>Creating and Thinking Critically</b>- children have and develop their own ideas, make links between ideas and develop strategies for doing things.</p> <p>Communication and Language Development</p> <ul style="list-style-type: none"> <li>• Communicate with confidence to converse with others in order to communicate own needs, wants, interests and ask appropriate questions of others.</li> <li>• Pay attention to more than one thing at a time.</li> <li>• Speak clearly and be understood by others.</li> <li>• Use pronouns and prepositional language accurately in their independent talk.</li> <li>• Use longer sentences of four to six words.</li> <li>• Use talk to organise themselves and their play.</li> <li>• Express a point of view to their friends and familiar adults.</li> <li>• Understand questions or instructions that have two parts.</li> <li>• Understand ‘why’ questions.</li> </ul> <p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> <li>• Be happy and settled and enjoy coming to nursery.</li> <li>• Play collaboratively with their peers and familiar adults; finding solutions to conflicts and rivalries.</li> <li>• Have developed positive relationships with their peers and familiar adults.</li> <li>• Have developed a sense of responsibility and membership of a community.</li> </ul>



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- Follow rules and understand why they are important.
- Have developed independence skills which enable them to manage own toileting needs, dress and undress, zip up coat and put on and take off own shoes.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' and begin to understand how others are feeling.
- Able to talk about and manage own emotions.
- Notice and ask questions about differences such as; skin colour/ hair colour etc.

### Physical Development

- Begin to understand how to make healthy choices to look after their own bodies.
- Ride scooters, trikes and push-a-long cars independently.
- Skip, hop, stand on one leg and hold a pose.
- Use and remember sequences and patterns of movement to music.
- Collaborate with others to move large items.
- Have developed good gross motor control and be developing fine motor control in order to hold and use tools and mark making resources with increasing control.
- Enjoy being active.

### Literacy

- Listen attentively and join in with stories and rhymes. Sings a large repertoire of songs.
- Talks about and retell familiar stories, making predictions and understanding content.
- Be developing a love of reading and enjoy looking at books independently; know how to turn the pages and English is read from left to right. Be able to locate where the text is and understand that print carries meaning.
- Be secure at phase 1 phonics.
- Use some of their print and letter knowledge in their early writing.
- Write some or all of their name.
- Write some letters accurately.
- Enjoy mark making activities across a variety of meaningful contexts and ascribe meaning to the marks they independently make in their play.

### Mathematics

- Developed fast recognition of 3 objects (without counting them).
- Recite numbers past five.
- Say one number for each item in order: 1,2,3,4,5.
- Developed cardinality.
- Show finger numbers up to 5.



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- Link numerals and amounts up to 5.
- Experiment with their own symbols and marks as well as numerals.
- Solve real-world mathematical problems with numbers up to 5.
- Compare amounts using 'more than' 'fewer'.
- Talk about and explore 2D and 3D shapes.
- Developed understanding of position.
- Make comparisons between size, length and capacity.
- Talk about routines.
- Use shapes to create pictures and patterns.
- Talk about patterns around them.
- Describe a sequence of events using 'first...then'.

### Understanding the World

- Use all of their senses in hands-on natural experiences.
- Explore collections of materials with similar or different properties and talk about what they observe using a wide vocabulary.
- Developing sense of their own life-story and family history.
- Be interested in different occupations.
- Be independent learners, confident to explore own interests and curiosities.
- Understands the need to respect for living things and the environment.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice (baking etc).
- Have a positive attitude about the differences in people.
- Know that there are different countries in the world and talk the differences.

### Expressive Arts and Design

- Engage in simple pretend play.
- Develop complex stories using small world equipment; making imaginative and complex small worlds using construction blocks etc.
- Explore different materials freely to develop ideas for creating and making; developing own ideas and choosing materials to suit the purpose.
- Join different materials and explore textures.
- Create closed shapes with continuous lines, and use these shapes to represent objects.
- Draw with increasing complexity and detail.
- Show different emotions in their drawings and paintings.
- Explore colour and colour mixing.



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	<ul style="list-style-type: none"> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person.</li> <li>• Sing the melodic shape of familiar songs and create own songs.</li> <li>• Play instruments with increasing control.</li> </ul>
	<p>By the end of their reception year, we want our children to be able to:</p> <p>Characteristics of Effective Learning:  <b>Playing and Exploring</b>- children investigate and experience things and ‘have a go’.  <b>Active Learning</b>- children concentrate and keep on trying if they encounter difficulties and enjoy achievements.  <b>Creating and Thinking Critically</b>- children have and develop their own ideas, make links between ideas and develop strategies for doing things.</p> <p>Communication and Language Development</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Make comments about what they heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back and forth exchanges with their teachers and peers.</li> <li>• Offer explanation for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past and present and future tenses, and making use of conjunctions, with modelling and support from their teacher.</li> </ul> <p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and follow instructions involving several ideas or actions.</li> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reason for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>



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- Work and play cooperatively and take turns with others.
- Form positive attachments with adults and friendships with peers.
- Show sensitivity to their own and other's needs.

### Physical Development

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and co-ordination when playing.
- Move energetically such as; running, jumping, dancing, hopping, skipping and dancing.
- Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases.
- Use a range of small tools including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

### Literacy

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate- where appropriate- key events in a story.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play.
- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonics knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words.
- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

### Mathematics

- Have a deep understanding of number to 10, including the composition of each number.
- 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.
- 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.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.



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	<p>Understanding the World</p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their own experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences from books read in class.</li> <li>• 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.</li> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including seasons and changing states and matters.</li> </ul> <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the processes they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and-when appropriate- try to move in time with music.</li> </ul>
<b>Implementation</b>	
	<ol style="list-style-type: none"> <li>1. Every practitioner working in the EYFS enjoys spending time with young children.</li> <li>2. Every practitioner working in the EYFS has secure understanding of child development.</li> <li>3. Every practitioner working in the EYFS is responsive to all children’s needs.</li> <li>4. Established routines and timetables for all practitioners within EYFS.</li> <li>5. Every practitioner working in the EYFS completes supervision termly with EYFS lead.</li> <li>6. Every practitioner working in the EYFS will develop positive relationships with children and their families and outside agencies (wherever appropriate).</li> </ol>



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	<p>7. Parents are aware of their role in supporting their child’s learning and engage with school.</p> <p>Provision/ Opportunities:</p> <ol style="list-style-type: none"> <li>1. EYFS practitioners create safe, stimulating environments for the children, which are reflected by the cohort’s needs/ interests.</li> <li>2. EYFS practitioners take a mixed approach to planning to ensure learning opportunities are balance between interest-led, topic-led and needs-led.</li> <li>3. Continuous provision both indoors and outdoors is high-quality and open-ended.</li> <li>4. Continuous provision is learning led- not activity based. Children are taught specific skills through direct teaching then opportunities to practise and rehearse are available through high-quality continuous provision enhancements.</li> <li>5. Child-initiated learning which is largely enquiry-based.</li> <li>6. Curiosity Corners used to support and develop children’s understanding of newly introduced vocabulary and concepts.</li> <li>7. Forest School is an established and highly valued element of provision.</li> <li>8. Topics/ themes are reflected by the time of year and events within the calendar.</li> <li>9. Resources are of high-quality and books are carefully chosen to ensure children have a wide range of experience of high-quality books.</li> </ol>
<b>Impact</b>	
	<ol style="list-style-type: none"> <li>1. Baseline assessments to be completed for nursery and reception children within the first four weeks of starting nursery/school. Planning to be based on assessment outcomes.</li> <li>2. Ongoing assessments through observations.</li> <li>3. Pupil tracker updated every term and children’s progress monitored.</li> <li>4. EYFS practitioners continually monitor provision and promptly make necessary changes.</li> <li>5. Every practitioner to use their professional judgement when completing assessments of all children, identifying individual needs and next steps and planning interventions.</li> <li>6. EYFS team complete internal moderations termly; however, weekly dialogue regarding children’s safeguarding/welfare and progress concerns.</li> <li>7. EYFS lead attend cluster moderations/meetings throughout the year and feedback to EYFS team and SLT.</li> <li>8. Practitioners will act fast upon concerns regarding children’s progress/ SEND.</li> <li>9. Teachers devise methods of assessment recording and avoid any unnecessary paperwork.</li> <li>10. Every EYFS practitioner to use their secure understanding of Development Matters (DfE 2020) and the Early Years Framework (DfE 2020) to refer to in order to make judgements as to whether children are on track or otherwise.</li> <li>11. SLT to complete observations and environment walkthroughs.</li> </ol>



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	<p>12. EYFS practitioners to complete peer observations to develop own knowledge and understanding and practice.</p> <p>13. EYFS practitioners to complete regular training to continually develop understanding of child development and engage in reflective practice.</p>
	<p><b>Written 1.09.24 Charlotte Clutterbuck</b></p>