

Curriculum Delivery in the EYFS

Welcome to Peel Hall Primary School Early Years Department.

At Peel Hall we have an established Early Years Foundation Unit (Nursery and Reception classes) that offers children the opportunity to play, learn and progress in a stimulating indoor and outdoor environment.

The Early Years Foundation Stage is about developing key learning skills such as listening, speaking, concentration, persistence/resilience and co-operation. We also work to develop early communication, literacy and numeracy skills that prepare our children for Key Stage One and beyond. Our bespoke EYFS curriculum takes guidance from the 2024 EYFS Framework, DFE Development matters, Birth to 5”, and other research such as “Planning in the Moment with Young Children” – Anna Ephgrave. Children will experience and are immersed in a wide-range of cultural experiences that help them make sense of and develop an understanding of the world around them.

Staff at Peel Hall have a wealth of knowledge and experience of working in Early Years and serving the local community. This has enabled us to work with subject coordinators to establish clear starting points for our school curriculum. It provides rich, memorable learning experiences for our children. The ambition of our curriculum is to ensure all pupils, including disadvantaged pupils and those with SEND.:

**Go further than we thought possible.
Run faster than we hoped.
Reach higher than we dreamed.
Become the best that we can be.**

We value our strong relationships with parents and will work together to build these vital links between school and families/carers to ensure we provide the best start possible for all our young learners.

By working together, we can achieve greatness

The EYFS framework includes seven areas of learning and development that are equally important and interconnected.

However, three areas, known as the prime areas, are particularly important for igniting curiosity and enthusiasm for learning and for building children’s capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and supported through four specific areas:

- Literacy (reading and writing)
- Mathematics
- Understanding the world
- Expressive arts and design

Our curriculum ensures children’s ‘school readiness’, whilst at all times ensuring children’s wellbeing is nurtured. This provides the children with the knowledge and skills necessary as a foundation for future education and for lif

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes, and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Nursery: children aged 3-4 will:	Children in Reception aged 4-5 will:
<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". • Understand 'why' questions, like "Why do you think the caterpillar got so fat?" • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books and be able to tell a long story. • Develop their communication but may have problems with irregular tenses and plurals such as 'runned' for ran, 'swimmed' for 'swam'. • Develop their pronunciation but many have problems saying: -some sounds r, j, th, ch and sh – multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. • 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 friend and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus....you sit there.....I'll be the driver". 	<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems, and songs. • Engage in non-fiction books. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. • Develop social phrases. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Personal, Social and Emotional Development

Children's personal, social, and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm, and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate, and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Nursery: children aged 3-4 will:	Children in Reception aged 4-5 will:
<ul style="list-style-type: none">• Develop their sense of responsibility and membership of a community.• Increasingly follow rules, understanding why they are important.• Do not always need an adult to remind them of a rule.• Be increasingly independent in meeting their own care need:• brushing teeth• using the toilet• washing and drying their hands thoroughly• 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.• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.• Become more outgoing with unfamiliar people, in the safe context of their setting.• Show more confidence in new social situations.• Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.• Develop appropriate ways of being assertive.• Talk with others to solve conflicts.• Begin to understand how others might be feeling	<ul style="list-style-type: none">• Identify and moderate their own feelings socially and emotionally.• Manage their own needs: - personal hygiene• Know and talk about the different factors that support their overall health and wellbeing:• regular physical activity• healthy eating• tooth brushing• sensible amounts of 'screen time'• having a good sleep routine• being a safe pedestrian• See themselves as a valuable individual.• Show resilience and perseverance in the face of challenge.• Build constructive and respectful relationships.• Express their feelings and consider the feelings of others.• Think about the perspectives of others.

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy, and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination, and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination, and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control, and confidence.

Nursery: children aged 3-4 will:	Children in Reception aged 4-5 will:
<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) 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. • Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • Make healthy choices about food, drink, activity and tooth brushing 	<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: - Rolling, crawling, walking, jumping, running, hopping, skipping & climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination, and agility. • Further develop and refine a range of ball skills including throwing, catching, kicking, and passing, batting, and aiming. • Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Nursery: children aged 3-4 will:	Children in Reception aged 4-5 will:
<ul style="list-style-type: none">• Engage in extended conversations about stories, learning new vocabulary• 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• 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, such as money and mother• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.• Write some or all of their name.• Write some letters accurately.	<ul style="list-style-type: none">• Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.• Read individual letters by saying the sounds for them.• Blend sounds into words, so that they can read short words made up of known letter sound correspondences.• Read some letter groups that each represent one sound and say sounds for them.• Read a few common exception words matched to the school's phonic programme• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.• Form lower-case and capital letters correctly.• Spell words by identifying the sounds and then writing the sound with letter/s.• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.• Re-read what they have written to check that it makes sense.

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Nursery: children aged 3-4 will:	Children in Reception aged 4-5 will:
<ul style="list-style-type: none">• Fast recognition of up to 3 objects, without having to count them ('subitising').• Recite numbers past 5.• Say one number for each item in order: 1,2,3,4,5.• 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: for example, showing the right number of objects to match the numeral, 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 quantities using language: 'more than', 'fewer than'.• Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.• Understand position through words alone – for example, "The bag is under the table," – with no pointing.• 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 etc.• Combine shapes to make new ones – an arch, a bigger triangle etc.• Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs'...• 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, using words such as 'first', 'then...'	<ul style="list-style-type: none">• Count objects, actions and sounds.• Subitise• Link the number symbol (numeral) with its cardinal number value.• Understand the 'one more than/one less than' relationship between consecutive numbers.• Explore the composition of numbers to 10.• Automatically recall number bonds for numbers 0–5 and some to 10.• Count beyond ten.• Compare numbers.• Select, rotate and manipulate shapes in order to develop spatial reasoning skills.• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.• Continue, copy and create repeating patterns.• Compare length, weight and capacity.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Nursery: children aged 3-4 will:	Children in Reception aged 4-5 will:
<ul style="list-style-type: none">• Begin to make sense of their own life-story and family's history.• Show interest in different occupations.• Continue to develop positive attitudes about the differences between people.• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos• Use all their senses in hands-on exploration of natural materials.• Explore collections of materials with similar and/or different properties.• Talk about what they see, using a wide vocabulary.• Explore how things work• 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	<ul style="list-style-type: none">• Comment on images of familiar situations in the past.• Compare and contrast characters from stories, including figures from the past• Talk about members of their immediate family and community.• Name and describe people who are familiar to them• Understand that some places are special to members of their community.• Recognise that people have different beliefs and celebrate special times in different ways.• Recognise some similarities and differences between life in this country and life in other countries• Draw information from a simple map.• Explore the natural world around them.• Describe what they see, hear and feel whilst outside.• Recognise some environments that are different to the one in which they live.• Understand the effect of changing seasons on the natural world around them.

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Nursery: children aged 3-4 will:	Children in Reception aged 4-5 will:
<ul style="list-style-type: none">• Take part in simple pretend play, using an object to represent something else even though they are not similar.• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.• Explore different materials freely, in order to develop their ideas about how to use them and what to make.• Develop their own ideas and then decide which materials to use to express them.• 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, such as representing a face with a circle and including details.• Use drawing to represent ideas like movement or loud noises.• Explore colour and colour-mixing.• Show different emotions in their drawings – happiness, sadness, fear etc.• Listen with increased attention to sounds.• Respond to what they have heard, expressing their thoughts and feelings.• Remember and sing entire songs.• Sing the pitch of a tone sung by another person ('pitch match').• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.• Create their own songs, or improvise a song around one they know.• Play instruments with increasing control to express their feelings and ideas	<ul style="list-style-type: none">• Explore, use and refine a variety of artistic effects to express their ideas and feelings.• Return to and build on their previous learning, refining ideas and developing their ability to represent them.• Create collaboratively sharing ideas, resources and skills• Listen attentively, move to and talk about music, expressing their feelings and responses.• Watch and talk about dance and performance art, expressing their feelings and responses.• Sing in a group or on their own, increasingly matching the pitch and following the melody.• Develop storylines in their pretend play.• Explore and engage in music making and dance, performing solo or in groups.