

Badgerbrook Primary School
EYFS Curriculum Communication and Language

Educational Programme

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, story-telling 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.

Badgerbrook

At Badgerbrook we read to the children regularly using a variety of texts. We read for pleasure and have discussions to develop vocabulary.

We hold conversations with children every day, sensitively developing and adding in new vocabulary to support children's development.

We use role play and small world activities both indoors and outdoors to support the children's vocabulary development.

We have a dedicated communication and language session every week. Early identification of those with extra needs is paramount in giving support, those children identified as needing extra support will work in a smaller group with an adult during C and L sessions. Children with SALT will also have regular 1:1 sessions with an adult.

Autumn Term

In our communication and language session we will look at and talk about various pictures to develop vocabulary, we will focus on the things we can see and extend children's vocabulary through discussion.

In the continuous provision we will provide puppets to be able to retell traditional tales read in class. We provide a variety of role play opportunities for children to practise their speaking.

Spring Term

In our communication and language session we will talk about various pictures, we will extend vocabulary by adding in adjectives to describe what they can see. We will introduce labelling and label the pictures with the children's descriptions.

In the continuous provision we will provide puppets to be able to retell stories read in class. We provide a variety of role play opportunities for children to practise their speaking.

Summer term

In our communication and language session we will talk about various pictures, we will extend vocabulary by adding in adjectives to describe what they can see and encourage the children to speak in full sentences. We will write sentences with the children to describe the pictures.

In the continuous provision we will provide puppets to be able to retell stories read in class. We provide a variety of role play opportunities for children to practise their speaking.

EYFS Personal, Social and Emotional Development

Educational Programme

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.

Badgerbrook

PSED is something which we deal with daily, as issues arise, we will discuss and deal with them as they occur as well as teaching dedicated lessons every week.

We have a 'How are you Feeling?' chart for children to be able to put their own photo on, in order to support discussions and check in with children who need it.

Badgerbrook is a No Outsiders school, we also follow the Cambridgeshire PSHE Framework.

Any children who are identified as needing extra support in areas of PSED will have small group sessions to support their needs.

Autumn Term

The Autumn term is all about settling into a new environment. We learn how to work as part of a class, playing with other children and follow our rules. We teach the children to show more confidence in new situations, selecting their own resources. We read various texts to promote discussions on how we are the same and different. We use mirrors to look at ourselves and encourage the children to draw and paint themselves. We encourage the children to talk about their feelings and think about the feelings of others. We introduce the children to Dooby Wop the robot who helps us to understand how to keep safe on the internet.

We teach units from the Cambridgeshire scheme relating to Beginning and Belonging, Family and friends and My Emotions. In No Outsiders we look at the books 'You Choose' and 'Red Rockets and Rainbow Jelly'

Spring Term

In the Spring term we continue to develop the children's confidence. We teach the children to develop a sense of responsibility and membership of our school community and build respectful relationships in the class. We teach the children to show resilience and perseverance and think about the perspectives of others. We revisit the work on internet safety.

The units we teach cover Identities and Diversity, Me and My World and My Body and Growing Up. In No Outsiders we look at the books 'Blue Chameleon' and 'The Family Book'

Summer Term

In the Summer term we teach the children to develop their cooperation with others, showing confidence and resilience. We learn about making healthy food choices and name body parts with correct terminology. We talk about internet safety.

The Cambridgeshire units we teach are Keeping Safe and Healthy Lifestyles. In No Outsiders we look at the book 'Mommy, Mama and Me'

EYFS Curriculum Physical Development

Educational Programme

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.

Badgerbrook

At Badgerbrook we have 2 dedicated PE sessions a week and 2 dedicated 'funky fingers' sessions (to develop fine motor skills) every week. Any children with poor motor skills will have extra intervention sessions to support their development.

In continuous provision we provide the children with opportunities indoors and outdoors to develop both fine and gross motor skills throughout the day.

We have balance bikes and other wheeled toys for the children to practise their gross motor skills.

Autumn Term

We teach gymnastics skills (jumping, rolling, balancing) and use batons and streamers to develop the children's large muscle movements. Outdoor games are also taught by our specialist Football and Fitness (FF) team.

To begin with we have 2 funky fingers sessions a week where we teach the children many different fine motor skills, we use playdough, pegs, hammers, Lego, nuts and bolts etc to improve their fine motor muscles. We also practise using scissors, paint brushes, pens and pencils.

We move onto one funky finger sessions and one handwriting session a week. The handwriting session consists of copying patterns and developing correct letter formation.

Spring Term

We teach gymnastics skills on small apparatus. Outdoor games are taught by FF.

Our funky fingers sessions are mainly handwriting, developing children's pencil control, pencil grip and correct letter formation.

Summer Term

We teach racing games and activities. Other outdoor games are taught by FF.

Our funky fingers sessions are all handwriting, developing children's fluency at writing letters and words, looking carefully at ascenders and descenders and writing with a comfortable pencil grip.

EYFS Curriculum Literacy

Educational Programme

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).

Badgerbrook

At Badgerbrook we teach phonics through the Read Write Inc programme.

We start teaching phonics as soon as the children start school. Those who already know their sounds will work separately to the other children at a faster pace,

We assess children regularly and groupings change accordingly. The children work in 3 groups of differing abilities.

Resources for mark making and writing are always readily available both indoors and outdoors for the children to access and develop their own interests through continuous provision.

We have a book corner in all 3 classroom areas plus outdoors for the children to access picture books during continuous provision.

Autumn term

The children will learn set 1 sounds and they will read words related to the sounds they know. Those children making faster progress will begin set 2 sounds.

Children will learn to write words using the sounds they know.

Children will learn to write their first name with correct letter formation

Spring term

The children making expected progress will begin to learn set 2 sounds, those making faster progress will finish set 2 sounds. Those needing more repetition will consolidate set 1 sounds.

Children will learn to write words and phrases using the sounds they know.

Children will learn to write their first and last names with correct letter formation

Summer term

Those making expected progress will finish set 2 sounds, those making faster progress will learn set 3 sounds (the alternative spellings) and those making slower progress will learn some set 2 sounds.

Children will learn to write sentences using the sounds that they know.

Children will learn to write their names with clear ascenders and descenders

EYFS Curriculum Mathematics

Educational Programme

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.

Badgerbrook

At Badgerbrook we teach maths following a maths mastery curriculum.

Math resources are always available for the children to access and develop their own interests through continuous provision.

Autumn Term

We will learn all about numbers from 0-6. We will count out objects and recognise the numerals. We will subitise to 6 on a dice and learn about the composition of numbers to 6. We will begin to write numbers from 0-6 and put the numbers in order. We will represent numbers in different ways and count forwards and backwards from 0-6. We will use 5 frames and compare quantities using the vocabulary of more and less. We will investigate patterns and name 2D and 3D shapes. We will order objects by size and length.

Spring term

We will learn all about numbers to 10. We will count objects and recognise the numerals. We will subitise with different arrangements, spotting patterns and learn about the composition of numbers to 10 using a part whole model. We will learn to write numbers from 0-10 and put the numbers in order. We will represent numbers in different ways and count forwards and backwards from 0-10. We will use 10 frames and learn some number bonds of 10. We will begin to verbally count beyond 20. We will create repeating patterns and name and describe 2D and 3D shapes.

Summer term

We will learn addition and subtraction facts up to 5 and use the vocab of greater than less than to describe numbers. We will explore double facts and odd and even numbers. We will begin to recognise and order numbers from 0-20 and write some numbers to 20, We will measure objects using non-standard units and name, describe and sort 2D and 3d shapes.

Understanding the World

Educational Programme

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.

Badgerbrook

At Badgerbrook we teach through big questions and display our questions and answers for all to see in the classroom.

We also follow children's interests and help them to develop their vocabulary and ideas through observation and discussion.

We always have an investigation table for the children to access which allows them to explore and develop their thinking in various areas (eg magnets, natural materials, light/colour, etc)

Autumn Term

We look at similarities and differences between ourselves and others. We teach children to use all their senses to explore the world around them and talk about what they see, hear, feel. We begin to look at life cycles by observing the changes to our Horse Chestnut tree and talk about other changes throughout the season of Autumn. We teach the children about Diwali and Christmas and compare people's beliefs and how and where they celebrate during the different festivals.

Spring Term

We teach the children about how Whetstone has changed over time. We look at photos and compare and talk about these changes. We teach the children to use simple maps to get information and talk about where we live. We compare where we live to China and look at photos and books to support this. We teach the children about Chinese New Year and compare the celebrations to Diwali and Christmas. We teach the children to observe and name some minibeast and look for them in our environment, comparing their habitats. We look again at our Horse Chestnut tree and talk about the changes. We teach the children about the life cycle of a butterfly and a frog.

Summer Term

We teach the children about Africa and compare our lives to life in Africa. We use books to tell stories and find out information to develop our knowledge. We look at animals that live in the sea and on land. We learn about real life and fictional superheroes and understand the difference between fact and fiction. We talk about similarities and differences to being in space and at home.

Expressive Arts and Design

Educational Programme

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.

Badgerbrook

At Badgerbrook we teach various art skills throughout the year but also have resources available throughout continuous provision for the children to show and develop their own creativity.

We teach a music lesson every week using the Charanga scheme. This allows for development of 'freestyle' movement to music from a variety of eras and genres. This scheme also supports the development of finding a pulse (rhythm). We enhance the scheme by using instruments.

We use music at least twice a day for wake and shake.

Autumn Term

We teach the children about the artist Mondrian and use his pictures to create our own collage with paper and a picture on the computer.

We teach the children a variety of nursery rhymes and learn songs for our Christmas play. We teach the children about primary and secondary colours and how to mix colours.

We learn Indian dancing during Diwali.

Spring Term

We teach the children about Casa Tomada and then use his work to inspire us to create our own minibeast sculpture.

We teach the children to create models in collaboration with others and talk about what has been made.

We use puppets and role play to retell stories with others

Summer Term

We teach the children about the artist Wassily Kandinsky and use his picture 'Several Circles' to create our own picture of planets using a variety of painting techniques.

We work with others to create a trap to catch villains. We make our own props for role playing.