

Featherstone Wood Early Years Curriculum




Here at Featherstone Wood, we value most highly the incredibly strong relationships we forge with our families from the moment of their first contact with us. We understand that children come from a broad range of different backgrounds and start school with varying needs. The well-being and mental health of our children and their parents is paramount, and we work in partnership to support our families in a wide variety of ways. We place a heavy focus on communication and language and personal, social and emotional development throughout the school year not just in the first term. Our children need support with early toileting needs, separating from anxious parents, special educational needs, difficult home situations and parental mental health issues. Many of our families live in flats and do not have access to gardens, and we know that some do not manage to get out much. We ensure the children do not miss out on these experiences and we go to great lengths to support this part of their development. For example, we secured a grant to provide each child with a waterproof suit to give them access to outdoors in all weathers. We also have a good relationship with the local charity shop and businesses.





At Featherstone Wood we create excellent relationships with parents and build trust. We ensure parents are happy and able to communicate and play a part in their child's education. Teachers ensure they are always available to speak to parents and address any concerns raised, putting plans in place, and adapting them accordingly. We ensure we find out as much as we can about our children to empower us with the knowledge to treat each child as unique and drive their learning forward. In the Early years we work closely with the SENCO to adapt the curriculum and be inclusive for all, this is something we excel with as a team. Several of our children have individual timetables in place allowing them to access the curriculum in their own individual way. We work hard to ensure we close gaps in children's early learning as rapidly as possible.


The Early Years Vision

The Early years are the most important years of education for all children. Those first years shape and install the learning values in the children that they will carry with them throughout their life. Here at Featherstone Wood we want to ensure our children are equipped for the next stage of their learning journey and adopt a love of learning. We make this happen by creating a warm, caring and positive learning environment for our children to flourish and take risks. Our children need to become independent and resilient to thrive throughout their schooling. We recognise that the children here at Featherstone are unique and we tailor our curriculum to meet their individual needs. Featherstone Wood staff care deeply about the children we teach and want them to be the best version of themselves that they can be.

Featherstone Wood Curriculum Ambitions

Core Skills	Curriculum Ambitions	Activity Zones
<ul style="list-style-type: none"> ● To be able to grasp, hold and carry containers ● To be able to manipulate sand creatively ● To be able to move water successfully from one place to another ● To know that the texture of sand changes when water is added 	<p>Create imaginative and intricate structures using an understanding of properties of sand and water.</p>	<p>Sand/Water</p> 
<ul style="list-style-type: none"> ● To be able to select and use a range of fixing and joining materials ● To seek help from peers ● To talk about what they are doing and give instructions 	<p>Build an intricate, stable model with friends or independently</p>	<p>Construction area</p> 
<ul style="list-style-type: none"> ● To be able to cut accurately using scissors ● To be able to use a range of joining techniques ● To be able to effectively mix paints independently ● To make choices independently 	<p>Collaborate with a friend to make something from reclaimed materials Independently paint a Picture, choosing the colours and mixing them if needed.</p>	<p>Creative area</p> 
<ul style="list-style-type: none"> ● To be able to develop and extend a narrative ● To be able to engage with purposeful symbolic play 	<p>Use imagination to re-enact familiar and unfamiliar roles and experiences</p>	<p>Role Play/Small World</p>

Core Skills	Curriculum Ambitions	Activity Zones
<ul style="list-style-type: none"> To use familiar vocabulary 		
<ul style="list-style-type: none"> To be able to manipulate playdough skilfully Knows how to select and use different tools to make marks and help manipulate the dough 	<p>Use playdough to plan and make a model of something in which you are interested</p>	<p>Malleable</p> 
<ul style="list-style-type: none"> To know some rhymes and songs To be able to move rhythmically To be able to use their imagination To know about places performances take place 	<p>Enjoy creating musical and dramatic performances</p>	<p>Music and dance</p> 
<ul style="list-style-type: none"> To hold own body weight To have strong core balance To have good spatial awareness To understand about the safety of others 	<p>Move confidently across the A-frame / trapeze / monkey bars / climbing frame</p>	<p>Large Climbing Frame</p> 
<ul style="list-style-type: none"> To develop fine motor skills and use tools effectively 	<p>Design and create a model independently, being proud of what they achieve.</p>	<p>Woodwork</p>

Core Skills	Curriculum Ambitions	Activity Zones
<ul style="list-style-type: none">● To improve hand strength● To understand the safety rules and follow them● To plan, design and make	Take risks and understand the importance of safety rules.	

Featherstone Wood EYFS Wider Curriculum

At Featherstone Wood we use the Early Years Foundation Stage (2021) as a basis to build our curriculum upon. We have identified 5 key areas that we feel the children in our school should be able to achieve by the time they leave Reception in order to reach their full potential and develop their cultural capital.

Curriculum Aim	All children will be able to use basic Makaton signs	All children will access the school library and be inspired by books.	All children will experience a broad range of outdoor experiences	All children will use woodwork tools, managing risks effectively	All children will experience ways of life and cultures outside of Stevenage and have a positive image of themselves
Skills/Knowledge progression	<ol style="list-style-type: none"> 1. Develop Fine motor skills and hand strength 2. Sit still and focus 3. Listen 4. Look 5. Copy the signs 6. Practice the signs 7. Use the signs during songs 8. Use the signs during phonics 9. Understand the signs 10. Use the signs for communication 11. Teach the signs to family and the wider community 	<ol style="list-style-type: none"> 1. Look at books independently 2. Hold books the correct way up 3. Turn the pages one at a time 4. Listen to stories read to them 1:1 5. Listen to a whole class story 6. Ask questions about books 7. Answer questions about stories 8. Enjoy a wide range of genres 9. Know that information can be found in books 10. Become familiar with the school library 11. Find a book about a particular topic 12. Use books to support learning. 	<ol style="list-style-type: none"> 1. Develop Gross motor skills 2. Run 3. Jump 4. Balance 5. Climb 6. Hand-eye co-ordination 7. Build and create 8. Experience different weathers and talk about them 9. Develop independence, choosing when to wear my coat 10. Dress myself 11. Understand about seasons 12. Investigate 	<ol style="list-style-type: none"> 1. Role Play using tools 2. Follow instructions 3. Know safety requirements/risks 4. Select safety equipment 5. Gross motor strength 6. Hand strength 7. Investigate 8. Hammer items 9. Saw items 10. Screw items 11. Join materials 12. Construct 3D models 13. Evaluate/Compare 14. Collaborate 15. Select resources 16. Plan 17. Problem solve/Fix 18. Measure 19. Begin to make designs according to a brief / to meet a need 	<ol style="list-style-type: none"> 1. Identify and share special/significant events in their own lives 2. Show interest in/ask questions about the lives of people who are familiar to them 3. Describes special times or events for family or friends. 4. Observe 5. Show interest in different occupations and ways of life 6. Recall 7. Role play-explore 8. Identify some of the things that make them unique 9. Compare different ways of life-identify similarities and differences 10. Ask questions 11. Describe 12. Explain

Featherstone Wood EYFS Wider Curriculum

This page contains some of the experiences we may offer the children in order to reach our aims. This is not an exhaustive list or a tick sheet. This is a supporting document.

<u>Curriculum Aim</u>	All children will be able to use basic Makaton signs	All children will access the school library and be inspired by books.	All children will experience a broad range of outdoor experiences	All children will use woodwork tools, managing risks effectively	All children will experience ways of life and cultures outside of Stevenage and have a positive image of themselves
Experiences we could offer	<ul style="list-style-type: none"> • All Staff model Makaton • Makaton used for Phonics and other teaching • Sign of the weeks for all to learn • Courses recommended to parents • Makaton sign of the week on newsletter • Meet a person who uses sign language • Non speaking day 	<ul style="list-style-type: none"> • Books in all areas of the environment • Read a whole class story every day • Adults available to read to children during CIL • Trip to the school library once a week • Information given to parents/carers on the local library 	<ul style="list-style-type: none"> • Access to outdoor learning space every day • Balls • Ropes • Climbing frame • Puddle suits for all weather • Spare Wellies available • Water play • Walk to the post box • Local area walk 	<ul style="list-style-type: none"> • Wood work bench • A variety of tools and resources • Build some planters • Carpenter visit 	<ul style="list-style-type: none"> • Make links with other local schools in Luton, Hatfield (think about size and cohorts) • Make links with schools further afield like London and costal destinations • Explore different places of worship • Explore different types of accommodation • Celebrations • Make links with local businesses • Visits from police/fire services

Core Skills Progression in Writing

Nursery					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Develop fine motor skills and hand strength. Using tweezers, pegs, puzzles and other resources.</p> <p>Develop gross motor skills using balls, rackets and balancing equipment.</p>	<p>Use chalk, crayons, paint and other media to make marks on paper and the playground.</p> <p>Tell stories for adults to scribe.</p> <p>Talk about events that have happened in my life.</p>	<p>Use pencils to attempt to write some of the letters of their name. These may not be correctly formed yet or in the correct order.</p> <p>Recall stories I have heard for an adult to scribe, draw the pictures for these.</p>	<p>Use a name card to practice name writing.</p> <p>Attempt writing in the different areas of the classroom. For example, party invitations in the role play area.</p> <p>Give meanings to the marks I make.</p>	<p>Begin to write other letters from the beginning of familiar words such as m for Mummy.</p> <p>Develop a can-do attitude to writing.</p> <p>Develop my pencil grip using a pincer grip some of the time.</p>	<p>Write some letters accurately and write some or all of the letters of their name.</p> <p>Gain better control of my pencil, using a pincer grip most of the time.</p> <p>Act out and retell familiar stories.</p>

Reception

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Further develop fine motor skills using pencil control workbooks and activities.</p> <p>Use a pincer grip most of the time with use of a grip support if needed.</p> <p>Tell their own stories to others.</p> <p>Re-tell familiar stories</p> <p>Make predictions about story events and endings</p>	<p>Form some lower-case letters correctly, mainly the ones in their name.</p> <p>Perfect their pincer grip no longer needing reminders or grip supports.</p> <p>Practice writing the letters taught each week in Bug Club.</p>	<p>Write all of the letters in their name in the correct order no longer needing their name card.</p> <p>Write a short story with some recognisable letters in the correct place.</p> <p>Illustrate their story.</p> <p>Use magnetic letters to form words and write them down.</p>	<p>Begin to form sentences, understanding sentence structure.</p> <p>Talk about past, present and future.</p> <p>Write lists for shopping and ingredients.</p> <p>Write Rules, labels and captions.</p>	<p>Begin to write short sentences with words with known sound-letter correspondences.</p> <p>Learn about capital letters and full stops and identify when to use them.</p> <p>Enjoy poems and begin to write sets of rhyming words.</p>	<p>Form capital letters correctly and use full stops to end sentences.</p> <p>Write short sentences that can be read by others.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Write a fact file.</p> <p>Write instructions.</p>

Core Skills Progression When Using Key Texts

Nursery					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>To understand that print has meaning and ask questions about books.</p> <p>To know that print can have different purposes and to become more interested in print in the environment.</p> <p>To begin to sit still and listen for short periods of time when they are interested.</p>	<p>To understand we read English text from left to right and from top to bottom using a finger to follow the story when using a shared text.</p> <p>To learn and understand the names of the different parts of a book.</p>	<p>To be able to spot and suggest rhymes, joining in with repeated phrases.</p> <p>To count or clap syllables in a word using their body or instruments.</p> <p>To develop my listening skills and follow the rules of story time.</p>	<p>To be able to recognise words with the same initial sound, such as money and mother.</p> <p>To develop a love for reading, asking adults to read stories during child-initiated play.</p>	<p>To be able to engage in extended conversations about stories, learning new vocabulary. To choose to look at books independently and with friends. Reciting familiar stories as they turn the pages.</p>	<p>To have developed their listening skills enough to sit for a short stories and listen with awe and wonder.</p> <p>To begin to use the new vocabulary from the books they have read in their play and everyday language.</p>

Reception

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>To sit for extended periods of time, enjoys stories and To be able to engage in extended conversations about stories, learning new vocabulary.</p> <p>To predict what will happen next in the story.</p> <p>To begin to learn the sounds needed to read independently.</p>	<p>When learning new vocabulary they show they understand it by using words in the correct context.</p> <p>To be able to describe characters.</p> <p>Retell stories using puppets and role play.</p> <p>To master the learning of the sounds and begin to blend them together to read words.</p>	<p>To be able to describe story settings.</p> <p>To be able to anticipate key events and come up with my own alternative events that could happen.</p> <p>To master the blending of sounds and begin to read sentences.</p>	<p>To be able to understand the difference between fiction and non-fiction texts.</p> <p>To use these texts to find out information and become an independent learner.</p> <p>To confidently read sentences and sight read some high frequency words.</p>	<p>To retell stories using my own words and expression.</p> <p>To join in with familiar poems and be able to predict rhyming poems or stories.</p> <p>To add expression to my reading and gain confidence, reading lots of high frequency words.</p>	<p>To develop a love for reading lots of different types of texts and be able to talk about these in detail.</p> <p>To immerse themselves into reading books to themselves and enjoy sharing books with others.</p> <p>To read short sentences confidently, reading for pleasure and being proud of what they have achieved.</p>

Personal, Social and Emotional Development.

We make our own rules and put them up in our environment to follow.

We use the tools and toys safely. We learn how to share the toys and how to take turns. We make friends and play together. We enjoy sharing the small world resources and toys in the home corner. We have puzzles to work together and achieve, being proud of ourselves. We learn to become independent learners, asking for help when we need it, making decisions about whether we need to put our coat or wellies on.

We have a quiet corner we can use if we need some time to ourselves and we use the feelings bears to think and talk about our emotions. We are very good at tidying up!

Reflectiveness



Risk-Taking

Communication and Language

We enjoy talking to our friends and the grown ups. We learn to use Makaton sign language to include and communicate with all. We use our communication skills to negotiate and share experiences with our friends. We enjoy chatting away in the role play areas, immersing in an imaginative made up story using the dolls, sea creatures, pirates and many more small world toys. We act out stories and make up our own in the home corner. We ask grown ups questions and use our language to explain things. We like to talk about ourselves and how we are all unique. We talk about how we have changed from being a baby to now.

EYFS CONTINUOUS PROVISION

Physical Development

We enjoy jumping in puddles, balancing on beams and climbing. We play outside everyday practising our agility and ball skills. We run, hop and skip our way around the playground, making obstacle courses from the large blocks. Physical games are a part of our day such as the farmers in his den and what's the time Mr Wolf. We love to use the sand and water to fill up containers and tip them, even when they are very heavy. We mix to bake and stir to make potions. We develop our hand strength using playdough, tweezers, pegs and elastic bands. When we are ready we pick up pencils to draw and write. We love to use the woodwork bench, skilfully using the tools to bang, saw and sand the wood. We can very carefully push the buttons on the Beebots to make them move.

Stick-ability

Communication

Literacy

We share stories with our friends and talk about our favourite characters. We play Bug Club phonics games on iPad's and on the interactive white board. We complete alphabet puzzles, sing and play I-spy. We use pencils to draw story settings and make our own books. When we have developed our hand strength we begin to write. We use our name card to copy the letters of our name and we use alphabet sheets to support our word and sentence writing. We enjoy using the school library to take books home to enjoy with our grown ups.

Understanding the World

We celebrate festivals and enjoy food from different cultures, talking about our own experiences. We explore artifacts from different religions and cultures and develop our sense of belonging. We talk about the weather and seasons and decide if we need a coat on to go outside. We explore people who help us and bring photos in of our own family, talking about the jobs and roles of our parents/carers with our friends. We really enjoy it when the police and fire engine come and visit. We make our own treasure maps and pretend to be pirates. We look for mini-beasts in the garden and enjoy making habitats for animals. We grow plants and potatoes. We ask questions and use the internet and books to help us find our answers.

Mathematics

We enjoy hunting for numbers in the environment and playing number matching games. We investigate and explore mathematical concepts in the sand and water, testing our ideas and solving problems. We order items by height and length and compare our own heights. We use weighing scales in the home corner and a till in the role play area. We play board games using dice and enjoy snap with playing cards. We count actions and how many children are here each day, singing songs and clapping rhythms. We play with numbers and learn to explain what we notice, exploring patterns and explaining what is the same and different. We use positional language and make our own maps of the school. We love to use the IWB to play number games independently.

Expressive Arts and Design

We are busy creating every day. We use clay, paint, glue and lots of Sellotape. We enjoy designing a model before we make it from our junk modelling resources and evaluate it when we are finished. We enjoy cutting, joining, printing and working together. We act out stories and narratives with friends and make up storylines during role play. We enjoy dancing and using musical instruments in our play. We like to copy the moves on the just dance videos and then making up our own. We enjoy singing lots of different songs everyday. We use purple mash on the iPad's to draw pictures and take photos of ourselves as princesses and Santa!



EYFS
CONTINUOUS
PROVISION

Independence

Community Values

Working Collaboratively

Understanding the World

THE CHILDREN WILL KNOW SOME SIMILARITIES AND DIFFERENCES BETWEEN THINGS IN THE PAST AND NOW, DRAWING ON THEIR EXPERIENCES AND WHAT HAS BEEN READ IN CLASS (SEASIDE HOLIDAYS IN THE PAST). THEY WILL UNDERSTAND THE PAST THROUGH SETTINGS, CHARACTERS AND EVENTS ENCOUNTERED IN BOOKS READ IN CLASS AND STORYTELLING. THE CHILDREN WILL EXPLORE THE NATURAL WORLD AROUND THEM, MAKING OBSERVATIONS AND DRAWING PICTURES OF SEASIDE ANIMALS AND SEASIDE PLANTS. THEY WILL BEGIN TO 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.

End of Year Expectations for Early Years

Expressive Arts and Design

THE CHILDREN WILL SAFELY USE AND EXPLORE A VARIETY OF MATERIALS, TOOLS AND TECHNIQUES, EXPERIMENTING WITH COLOUR, DESIGN, TEXTURE, FORM AND FUNCTION. THEY WILL SHARE THEIR CREATIONS, EXPLAINING THE PROCESS THEY HAVE USED. THEY WILL MAKE USE OF PROPS AND MATERIALS WHEN ROLE PLAYING CHARACTERS IN NARRATIVES AND STORIES. THE CHILDREN WILL INVENT, ADAPT AND RECOUNT NARRATIVES AND STORIES WITH PEERS AND THEIR TEACHER. THEY WILL LEARN TO SING A RANGE OF WELL-KNOWN NURSERY RHYMES AND TOPICAL SONGS. THEY WILL PERFORM SONGS, RHYMES, POEMS AND STORIES WITH OTHERS, AND TRY TO MOVE IN TIME WITH MUSIC.

Literacy

Children will develop their comprehension of stories. They will gain an understanding of key characters, story settings and key events.

They will learn to anticipate key events in stories. They will use recently introduced vocabulary during discussions about stories, nonfiction, rhymes, and poems. Class Teacher to choose stories based upon children's interests.

The children will learn to say a sound for each letter in the alphabet and at least 10 digraphs.

They will learn to read words consistent with their phonic knowledge by blending and to read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

The children will learn to write recognisable letters, most of which are correctly formed. They will learn to spell words by identifying sounds in them and representing the sounds with a letter or letters. They will learn to write simple phrases and sentences that can be read by others.

Mathematics

The children will acquire a deep understanding of number to 10.

They will learn about the composition of each number. They will learn to subitise (recognise quantities without counting) to five.

They will automatically recall number bonds up to five and some number bonds to 10, including double facts. The children will learn to count verbally beyond 20, recognising the pattern of the counting system. They will compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

The children will explore and represent patterns with numbers up to 10, including odds and evens, double facts and how quantities can be distributed evenly.

Physical Development

CHILDREN WILL 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.

THEY WILL 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.

End of Year Expectations for Early Years

Communication and Language

CHILDREN WILL USE TALK TO HELP WORK OUT PROBLEMS AND ORGANISE THINKING AND ACTIVITIES, AND TO EXPLAIN HOW THINGS WORK AND WHY THEY MIGHT HAPPEN.

THEY WILL BE ABLE TO RETELL A STORY, ONCE THEY HAVE DEVELOPED A DEEP FAMILIARITY WITH THE TEXT, SOME AS EXACT REPETITION AND SOME IN THEIR OWN WORDS.

THEY WILL LEARN THE MAKATON SIGNS FOR THE ALPHABET, GREETINGS, SONGS AND STORIES.

CHILDREN WILL DEVELOP SOCIAL PHRASES AND HOLD SUCCESSFUL, POSITIVE CONVERSATIONS WITH FRIENDS AND ADULTS.

Personal, Social and Emotional Development

CHILDREN WILL SEE THEMSELVES AS A VALUABLE INDIVIDUALS, BUILD CONSTRUCTIVE AND RESPECTFUL RELATIONSHIPS. THEY WILL EXPRESS THEIR FEELINGS AND CONSIDER THE FEELINGS OF OTHERS.

CHILDREN WILL SHOW RESILIENCE AND PERSEVERANCE IN THE FACE OF CHALLENGE. THEY WILL IDENTIFY AND MODERATE THEIR OWN FEELINGS SOCIALLY AND EMOTIONALLY AND THINK ABOUT THE PERSPECTIVES OF OTHERS.

THEY WILL KNOW AND TALK ABOUT THE DIFFERENT FACTORS THAT SUPPORT THEIR OVERALL HEALTH AND WELLBEING:

- REGULAR PHYSICAL ACTIVITY
- HEALTHY EATING
- TOOTHBRUSHING
- SENSIBLE AMOUNTS OF 'SCREEN TIME'
- HAVING A GOOD SLEEP ROUTINE
- BEING A SAFE PEDESTRIAN