Risley Avenue Primary School

Early Years Foundation Stage Curriculum Map

Statement of intent

At Risley Avenue Primary school we recognise and value the importance of the EYFS, in providing a secure foundation for future learning. We understand our responsibility to ensure that all children learn and develop well, and that their health, safety and well-being are prioritised.

In conjunction with the relevant guidance and legislation, to ensure that each child has a happy and positive start to their school life, in which they can build a foundation for a love of learning. We will provide:

• Quality and consistency, so that every child makes good progress and no child gets left behind.

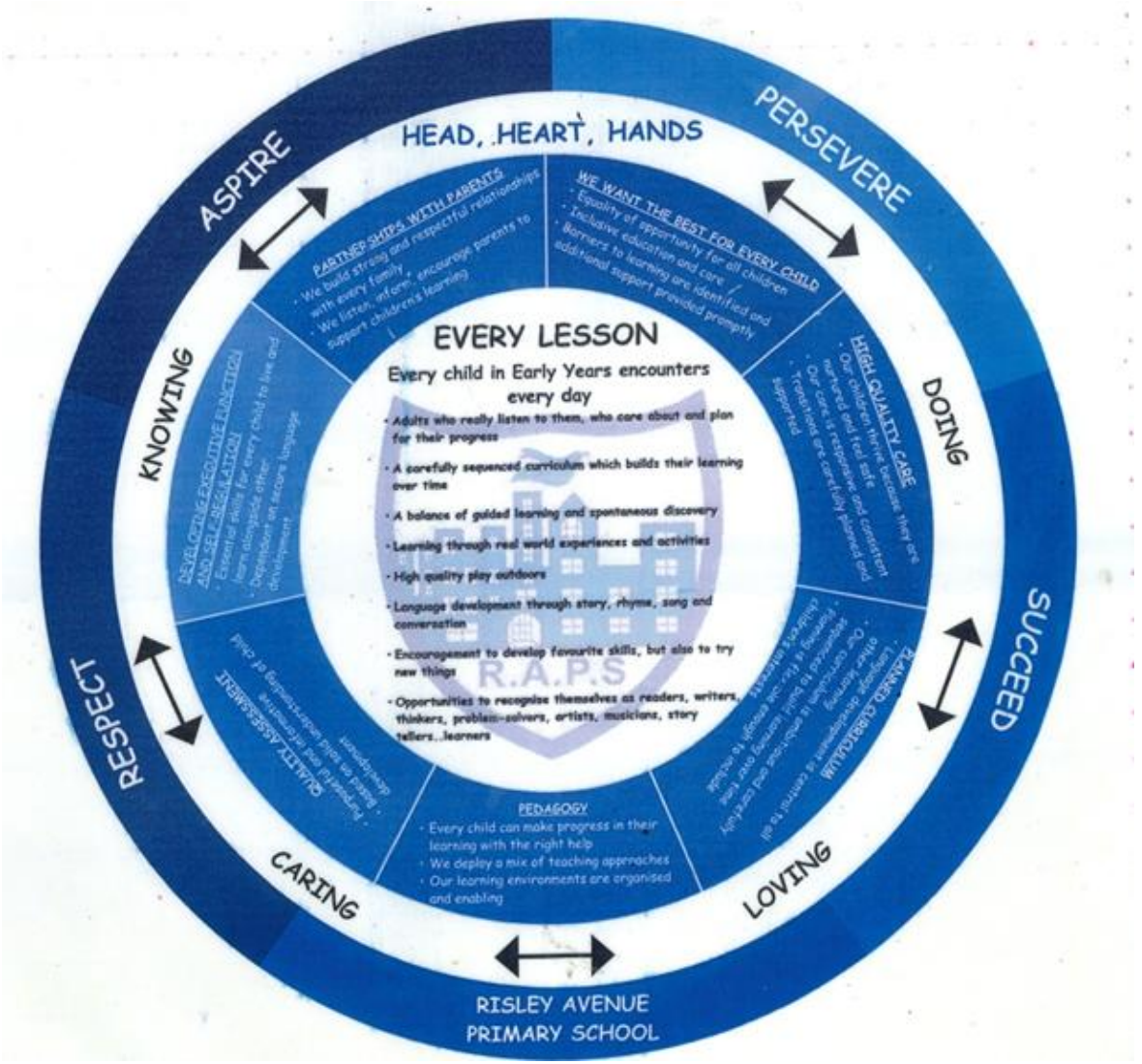
• A secure foundation through learning and development opportunities, which are planned around the needs and interests of each child and are assessed and reviewed regularly.

• Partnership working between practitioners and parents and/or carers.

• Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

At Risley Avenue Primary School we provide a nurturing, motivating and inspirational learning environment for children to learn. The carefully organised learning environment, ensures children have endless possibilities to learn and are constantly challenged. Through a balance of child-led and adult-led learning, children can immerse themselves in their interests and fascinations, express their creativity, and develop key skills and knowledge. We are an inclusive school with a highly trained early years' specialist staff team.

Early Years Teaching & Learning Cycle



Our Curriculum at Risley Avenue Primary School

Our curriculum evolves to reflect the interests, needs and experiences of each cohort of children within our unique school community.

We empower children to make choices, take risks and engage in a balance of child-initiated play and purposeful adult-led experiences, with practitioners providing sensitive, well-timed support tailored to each child's learning needs. Valuing every voice, we work closely with families and professional partners, recognising that collaboration strengthens each child's learning journey and ensures they receive the best possible start in life—surrounded by creativity, curiosity, respect and care. We believe that play is at the heart of Early Years education, providing meaningful opportunities for children to explore, discover and become deeply engaged in their learning. Through these experiences, we aim to lay secure foundations for future learning while nurturing confident, curious and independent learners.

Our curriculum is guided by the **Characteristics of Effective Teaching and Learning**, which support and enhance children's learning, helping them to become motivated, resilient and independent learners. This reflects the three key characteristics within the EYFS:

Playing and Exploring; Children investigate and experience things, and 'have a go'. They initiate activities and take risks, learning by trial and error.

Active Learning; Children concentrate, persevere and enjoy achieving what they set out to do

Creating and Thinking Critically: Children develop their own ideas, make connections and develop strategies.

Our well-balanced curriculum ensures all children make good progress. The school has a clear intent for each child's learning ensuring they have the right skills, knowledge, and dispositions for the next stage in their education. Our curricular goals have been created to reflect what a typical 2, 3 or 4 and 5 year-olds will have learnt through our highly responsive child led curriculum, which focuses on high quality adult/child interactions and adult guided learning opportunities and activities.

Working in partnership with parents and carers, we promote children's learning and development, ensuring they feel safe, healthy and supported, and develop the knowledge, skills and confidence they need for a positive start to school.

Curriculum planning provision and practice within the early years will be centred around the requirements of the **Department for Education, Early Years Foundation Stage (EYFS) Statutory Framework'**, '**Development Matters'** and '**Birth to Five Matters'**. The EYFS Framework outlines seven areas of learning and development that must shape educational programmes in the early years. These are categorised as 'prime areas' and 'specific areas'.

Prime Areas:

These are defined as the areas that are particularly important for learning and forming relationships. They build a foundation for children to thrive and provide a basis for learning in all areas and include:

Communication and language - Experiencing a rich language environment; developing confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical development- Being active and interactive; developing co-ordination, control and movement; understanding the importance of physical activity and making healthy choices in relation to food.

Personal, social, and emotional development – Developing a positive sense of themselves and others; forming positive relationships and respect for others; developing their social skills and managing their feelings; behaving appropriately in groups and having confidence in their own abilities.

Specific Areas:

These are defined as the areas through which help strengthen and develop the three prime areas, and ignite children's curiosity and enthusiasm and include:

Literacy - Access to a wide range of reading materials to ignite children's interest; linking sounds and letters, and beginning to read and write.

Mathematics - Developing their skills in counting, understanding and using numbers; calculating simple addition and subtraction problems; describing shapes, spaces and measures.

Understanding the world - Guiding children to make sense of their physical world and community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive art and design- Exploring and playing with a wide range of media and materials; sharing thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology.

Child in the Early Years Foundation Stage

Key Relationships Children feel safe, secure and valued in the learning environment with a key person Nurturing relationships between adults and child Parents trust and are at ease with the key person Key person is responsive to the needs of the child	**The Child and their family** Key person responsive to the needs of the family Learning shared via Tapestry Regular open dialogue between staff and family Community and family diversity embraced and celebrated through the curriculum and enrichment

Enabling/Inclusive Environment	**Inclusive learning Environment Universal offer**	**Care and Well-Being Routines supporting Self – regulation**
✓ Planning is based on the knowledge that young children learn best through play, using the Characteristics of Learning ✓ Opportunities for free flow play indoors and out, every day, promote high levels of involvement and well being ✓ All areas of the EYFS are represented, to promote independence ✓ Children encouraged to be active in their learning, exploring all of their senses to promote creativity and critical thinking ✓ Environment enriched to support individual children's learning journeys and create challenge	✓ Environment enriched to support individual children's learning journeys and to create support and challenge ✓ Planning based on supporting children reach developmental milestones and Good Level of Development (GLD) and Birth to Five Matters milestones ✓ Balance of adult guided and child-initiated learning experiences and activities ✓ High quality interactions promote sustained shared thinking.	✓ Developmentally appropriate routines, boundaries and transitions established. ✓ Opportunities to be independent, resilient, take risks and be challenged in learning. ✓ Children are supported to develop a sense of identity and feel good about themselves. ✓ A nurturing learning environment with high expectations of behaviour. ✓ Carefully planned transitions – preparing for the next stage in learning

Risley Avenue Primary School Early Years Foundation Stage Curriculum

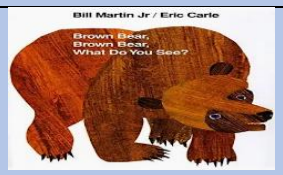
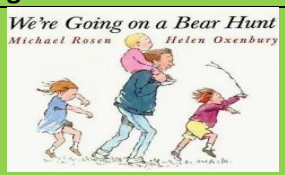
Personal, Social and Emotional Development (Developing Cultural Capital)	**Physical Development**	**Communication and Language**	**Literacy**	**Mathematics**
The learning environment is designed so children can play and work cooperatively. Continuous provision promotes active learning through all the senses. Learning areas developed to foster independence. Learning areas enhanced to follow children's fascinations. Routines and boundaries let children feel safe and autonomous in their learning, which promotes self-regulation. Children are expected to select items independently to play with and tidy them away Children's natural curiosity is nurtured through learning opportunities outside. Clear routines and boundaries. Rights and responsibilities shared through daily activities Understand the importance of healthy food choices	Gross Motor Skills Nursery children engage in Balance bike riding sessions with our Trained cycling coach Large gardens provide opportunities to explore, run and climb. Range of tools, equipment and reclaimed materials to use for building. Fine motor skills are developed through DFE Handwriting Policy for Early Years Movement skills are developed using games and a range of apparatus Child voice opportunities Writing mark making areas - access to mark making materials Reception children take part in weekly PE lessons and Sports day at the end of the year	• Listening and paying attention • Understanding Language • Speaking Priority is given to developing children's early communication skills in every learning opportunity. Visual cues, timetables and Makaton used to support early communication – sign of the week. The learning environment has quiet spaces for reluctant speakers. Staff ask open questions to promote thinking skills Talk Boost groups to help build confidence LEEP, language and communication scheme to help parents at home Carpet time to help develop conversational skills	Core Books / Power of Reading Scheme / Library Phonological and phonemic awareness sessions and through high-quality interactions Opportunities to practise literacy skills in the enabling environment independently. Writing and mark making areas - access to mark making materials. Cosy and relaxing book corners/access to big books. Books are accessible in various areas of the continuous provision Reception children partake in tailored Phonological and phonemic awareness sessions Parents aware of which phonics to practise, workshops provided to aid this	Opportunities to practise maths skills in the enabling environment independently. White Rose Maths scheme is used Maths learning opportunities developed in the context of how maths is used in life. Awareness of Maths All Around Us Children develop a deep understanding of the numbers to 10 Children become confident of the composition of each number Opportunities to compare quantities up to 10 in a range of contexts Exploration of patterns in the environment and in numbers Trips and walks in the local area exploring Maths in the environment

Risley Avenue Primary School Early Years Foundation Stage Curriculum

Expressive Arts and Design	**Understanding The World (Developing Cultural Capital)**	**Planning in the Moment By Anna Ephgrave** ***Play Based Learning***	**Special Educational Need and Disabilities**	**Assessment for Learning**
Piano Lesson with resident Pianist- children perform concert at the end of the year Enquiry based learning through the use of simple provocations that challenge children's thinking to promote questions. Provocations to enhance the learning environment. Regular singing of a range of well know nursery rhymes and songs Children are given the opportunity to develop key skills in these areas. Following an opportunity to apply their skills independently – with outdoor music area Children enabled to be imaginative, invent and adapt narratives from stories and take part in class assembly and nativity performance	Forest School, delivered by our Trained Forest School Leader An outdoor learning experience where children learn personal, social and technical skills in natural spaces. Celebrations of festivals, A carefully planned seasonal calendar that promotes the seasons and opportunities beyond the classroom. Environmental learning Anti-racist/challenging stereotypes in education Role Play, small world and puppets, school library Visits to places of interest in our Local area, Bruce Castle Museum, Local Duck Pond	Child initiated learning that promotes the Characteristics of Effective Learning. Focus children approach allows key people to be highly responsive to children's fascinations and interests. Ongoing communication with families to support children's learning and assessment. Weekly enriched learning environment which supports children's interests and fascinations Opportunities to try out their ideas	Inclusion Groups- Barriers to learning identified Timely intervention programmes, Attention Building, LEEP, Talk Boost Programmes of short and long interventions that support vulnerable learners. Outside professionals work alongside and aid school staff Whole school provides areas for children with Special Educational needs to have time away from the classroom, suited to each child's individual needs Regular meetings held with parents though out the year, to help provide tailored care and update on child's access to learning	DFE Baseline assessment carried out for Reception children, within their first six weeks of being in Reception RWI assessments carried out every half term Tapestry is used to check how well children are doing in Characteristics of Effective Teaching and Learning Assessments of Reception children's fine motor skills, is done every half term Reception children are assed for Good Level of Development (GLD) in the summer term All children's progress is tracked on the schools tracker (Insight)

Early Reading and Literacy

An enjoyment of reading, sharing picture books, songs, rhymes and stories and being read to out loud is one of the most important experiences children should have in their early childhood. At Risley Avenue Primary School, we want to ensure that children's early language and literacy skills are nurtured through wonderful learning opportunities and experiences. Alongside the whole school we follow the Power of Reading scheme, which focuses on a different book each half term. Providing plenty of opportunities for language and communication, which is one of the Prime Areas.

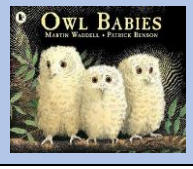
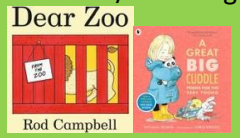
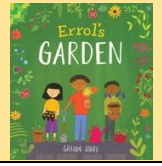
TWO YEAR OLDS	Autumn Term	Spring Term	Summer Term
Power of reading Core Texts	 **Brown Bear, Brown Bear**	 **We're Going On A Bear Hunt**	**The Very Hungry Caterpillar**

Curriculum Goals for 2-year-olds

What we want all children to know by the time they leave the Two's

I can separate from my main carer and I like to be with familiar people. I enjoy being with my peers.	I can express my happiness; I laugh and have fun	I can use up to 50 words	I can walk up and down a step or slope maintaining my balance	I can feed myself holding a spoon and I can hold individual items with precision.
I can explore the environment through my senses and respond to stimuli in my environment	I am beginning to build my resilience and I can learn through trial and error	I explore sounds and enjoy songs, stories and rhymes	I like making marks on a range of materials with a range of objects	I can organise a set of natural or everyday objects

Curriculum Goals for 3-and 4-year-olds

NURSERY	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Power of Reading Core Texts	**Owl babies** 	**Hello friend**	Dear Zoo/Great big 	Knuffle Bunny	ECO girl	Errol's Garden 

What we want all children to know by the time they leave Nursery

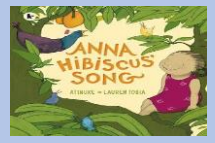
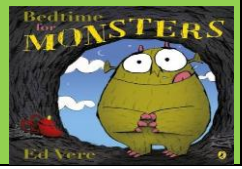
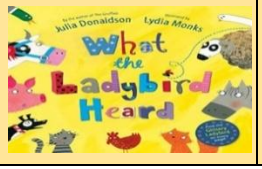
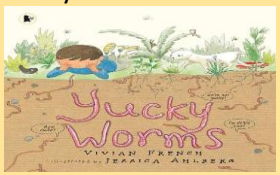
I separate from my main care giver. I like to play alongside my peers, and I am beginning to make friends.	I am autonomous, I share my ideas in my play, I ask for help when needed.	I can run, jump and climb with two feet, I am beginning to manage my risks.	I am trying to dress and undress independently; I can manage my personal hygiene, with help when needed.	I am developing new vocabulary every week, I have around 300 words. I listen and talk in short sentences in my play and respond to simple stories and songs.
I like making marks in different media and I am starting to use a range of tools with an increasing use of a pincer grip.	I am beginning to count and know number names to 5. I am showing an awareness to subitise up to three objects and I can compare quantities of objects.	I love exploring my learning environments, I am starting to select resources independently and I am learning to put them away with help.	I can concentrate for a minimum of three minutes on an adult guided activity that I may not have chosen.	I can share my experiences in my life and places in the natural world. I respond by taking on roles and express ideas in my creative play. I am showing an awareness of my cultural heritage through my first hand experiences and play.

Curriculum Goals for 4-year-olds

What we want children to know by the time they transition to Reception class

I can listen attentively to stories and share my narratives with others and through my play.	I enjoy rhythm and rhyme. I am an active listener; I can hear sounds and I am beginning to blend and segment words orally.	I can create music (holding and use instruments appropriately), sing songs and create dances.	I am independent, self-directed and can manage my own personal hygiene.	I like learning, I keep trying and I don't give up easily and I am learning to develop resilience.
I can run, jump, ride a balance bike and climb big apparatus, I can challenge myself safely.	I can make art work and models out of self-selected resources, I can problem solving and reviewing my work.	I can hold a pencil and I can write two or three letters of my name.	I can count to 20 and beyond, I can count 10 objects with 1:1 correspondence and subitise objects.	I have a wide mathematical vocabulary, and I use it in my play.
I can follow simple design instructions and express my creative ideas while cooking, in the woodwork area or making models.	I can talk about my family, and I am showing an awareness of past and present and cultural heritage.	I am aware of my local community, and I can talk about my learning experiences both from home, the natural world and at school.	I can talk to my friends and adults discussing themes taking on opinions of others. With help I can resolve conflicts and I am beginning to regulate my emotions.	

Curriculum goals for 4-to 5-year-olds

RECEPTION	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Power of Reading Core Texts	Here we are	Anna Hibiscus Song 	'Oh No, George!'	'Bedtime for Monsters' 	What the Ladybird Heard 	Yucky Worms 

What we want all children to know by the time they leave Reception

Good Level of Development (GLD) for transitioning to Year 1

I can hold a conversation when engaged with back-and-forth exchanges with their teacher and peers	I can express my ideas and feelings about experiences, using full sentences, including tenses and conjunctions	I can work and play cooperatively and take turns. I can form positive attachments to adults and friendship with peers	I can read and understand simple sentences and write recognisable letters.	I can automatically recall some number bonds to 10.
I can listen to what I have heard and ask questions to clarify my understanding.	I can make and use props and materials when role playing. I can set and work towards simple goals.	I can hold a pencil effectively in preparation for fluent writing, using the tripod grip	I can use my phonic knowledge to decode regular words, read them and understand them and write recognisable letters.	I can share my creations, explaining the process I used.
I can explore the natural world around me and describe contrasting environments.	I can move energetically with control and strength and show accuracy in my drawing.	I can begin to understand my feelings and those of others and regulate my behaviour accordingly	I can offer explanations for why things might happen, making use of new vocabulary	I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function

EYFS Seasonal Calendar

Autumn Term	Spring Term	Summer Term
Celebrations / Festivals Diwali, Hanukkah, Christmas Harvest and Winter Celebrations for families, British Values ***Off Site Visits*** Visit to Bruce Castle Museum Visit to the Local Duck pond ***Seasonal Events / Annual events*** Black History Month International Day of Sign Languages National poetry day Recycle week World Nursery Rhyme Week Wear Red day – Show Racism the Red Card Road Safety week ***Natural Thinkers*** Forest School Gardening Caring for Stick insects Visit to the school garden Planting Spring Bulbs ***Charity Events*** Children in need Save the children -Seasonal Jumper	***Celebrations / Festivals*** Lunar /new /year, Shove Tuesday, Eid al Fitr, Easter, Chinese New Year, British Values ***Off Site Visits*** Trip to Bruce Castle Museum – Storytelling Local walk to see signs of spring Walk to the post box Local Library Visit Spontaneous visits in the local area ***Seasonal Events / Annual events*** National Storytelling Week International women's day Children's Mental Health Week Safer Internet Day World Book Day Anti- Racism week British Science Week/ Maths Week Neurodiversity Celebration Week ***Natural Thinkers*** Forest School Planting bulbs and seeds Gardening Caring for Stick insects RSPB Bird Watch Sowing Vegetables and Herbs ***Charity Events:*** Red Nose Day	***Celebrations / Festivals*** Eid al-Adha, Wesak Festival, British Values Summer Fair Sports day Class assembly Reception Piano Concert ***Off Site Visits*** Local walk to see signs of spring Bruce Castle Museum Spontaneous visits in the local area ***Seasonal Events / Annual events*** Earth Day Windrush Day Walk to School Week Mental Health awareness week Carpe- Diem week ***Natural Thinkers*** Forest School Planting bulbs and seeds Harvesting Vegetables Gardening Hatching Caterpillars Caring for Stick Insects