



## **Chestnut Class (Reception) Curriculum Map**

### **Intent**

The intent of our EYFS curriculum is to ensure our children develop the necessary skills, knowledge and attitude to achieve fulfilling lives. The EYFS is the start of our children's school journey towards achieving this important purpose.

We teach according to the Development Matters and EYFS Framework. We use 'Tapestry' online learning journals to keep track of children's progress and to also collect data from observations at home and at school. We track data using Tapestry grids, phonics assessments and formative assessment every half term as well as a general overview (17 Early Learning Goals) three times a year.

### **Implementation**

We aim to achieve our curriculum intent by providing high quality teaching and learning in a language rich environment. We value, respect and care for all of the children at Newlands and understand that each child is unique and brings an irreplaceable value to our classroom. We provide a curriculum which is based upon their interests, is accessible to them and links to the world around them which they know and understand.

### **The principles that guide the work in the EYFS are grouped into four themes:**

- A unique child
- Positive relationships
- Enabling Environments with teaching and support from adults
- Learning and Development

The EYFS Curriculum consists of the seven areas of Learning and Development; three core and four specific area as follows:

### **Prime Areas:**

- Personal, Social and Emotional Development (PSED)
- Communication and Language
- Physical Development

### **Specific areas:**

- Mathematics
- Literacy
- Understanding of the World
- Expressive Arts and Design

We teach a wide range of foundation subjects across the EYFS. Science investigations and curiosity is developed through our 'Understanding the World' themes. Social, moral, spiritual and cultural development, including studying 'British Values' is incorporated into circle times alongside both 'Understanding the World' and 'PSED'. We learn about different cultures and places in the world many times throughout the year including Chinese New Year, Christmas, Diwali, and Easter. We find our families country of origin on Google Maps and love working out where we live on Google Earth! We have a wide range of variety of resources in our classroom which are sourced from many cultural backgrounds and this enhances the children's understanding of where objects and patterns come from, especially tailored to our current cohort of children.

We use our children's interests and curiosities to develop our topics every year. Each year, several topics will be similar (Christmas, People Who Help Us, minibests, Diwali etc.) and others will be completely based on what the

children would like to learn about, keeping us on our toes! This ensures that the curriculum at Newlands is broad, diverse, balanced and stimulating for the children in our care.

During independent learning we are able to encompass new ideas and thoughts there and then, in the moment. Planning in the moment allows staff to harness teachable moments and use these to their advantage. Having continuous provision in our environment allows both staff and children to have resources they need at their fingertips. Pre-planned activities which link to topic and carpet time learning opportunities are given, in addition to continuous provision for those children unsure of where their curiosity will take them next. 'In the moment' planning allows staff to pick up on a child's next steps there and then, providing a rich and communication-based learning environment and ensures progression. Each child is unique and their targets and next steps will therefore reflect the child's age, developmental readiness and individual needs.

We plan based upon children's interests and use planning in the moment. We use information from previous observations, adult knowledge of key group children, information from parents and tried and tested topics such as 'minibeasts' and 'People Who Help Us'.

### **Planning in the moment:**

Planning in the moment works alongside enhancements and continuous provision. Continuous provision is provided daily and is always accessible. Planning in the moment allows staff to proactively plan around the children's needs, develop on next steps and allow scientific and exploratory play, both with and without adult support. Adults use their knowledge of the children and their experience of the EYFS curriculum aims, to develop ideas as they come across them without restraint.

Using a combination of effective questioning and narrative commentaries, we assess in the moment the child's level of understanding. We then support them with new vocabulary or ideas to develop their understanding or address misconceptions. This ensures each child progresses at the time, instead of playing catch up. Adults in our classroom will use their experience and knowledge of the cohort to decide whether to observe from afar, interact or comment on a child's learning.

### **Observations:**

Our staff judge when to jump in and when to observe from a distance. We use a combination of commentary and effective questioning to find information that children know and ask them about it. This gives opportunities for staff to assess a child's understanding in context and making links to other curriculum areas.

The children experience free-flow independent learning every day. During this time, they have access to all resources, being able to use and move anything they need, if they are safe, and put it away again when they are finished. Children are supported and encouraged to use objects in new ways, using their imagination and investigative skills.

We track children who are consistently receiving fewer observations and specifically target new games and ideas designed for them to progress and be observed doing so. This allows children to develop in a variety of different areas through activities they feel comfortable doing.

At Newlands we have a SENCO, who is the person that will work in partnership with parents, classroom staff and a range of other agencies to enable children with additional needs to make progress.

### **Assessment/Data collection**

We use online learning journeys, and phonics workbooks to store evidence. We have a 'wow wall' which is designed to display children's work that they are proud of and want to share with the class. When more work is completed and displayed, the previous work is removed from the wall and sent home. We celebrate each others' work and home learning through looking at Tapestry and sharing ideas of how and what to play.

Phonics checks are completed every six weeks to keep a close eye on common misconceptions and monitor progress across the whole class. Small booster groups and/or changing phonics groups will then take place to fill gaps. Maths and all other areas of the EYFS curriculum assessments are completed informally each week and interventions are put in place to close gaps.

### **Impact**

We track how many observations each child has each week on Tapestry and use this to target the next week's activity. We also track which areas of the curriculum have the least observations tagged to them, and increase the adult led input surrounding these areas to allow full and deep coverage of the curriculum.

Through Tapestry, we are able to find gaps in children's learning and provide opportunities for 1:1 or group sessions to address misconceptions.

Our next steps take place in the moment. When an adult is interacting with a child during independent learning, they talk to the children using effective questioning to ask what that child knows, identify an area for development (understanding, misconception, vocabulary, sentence structure etc.) and then fill that gap in learning through running commentary or suggesting the use of further resources. This enables the child to fill that gap in learning and to progress to understanding. An adult then helps that child to share their newfound understanding to check progress has been made.

- For example: Child A is struggling to take their jumper off. An adult says (show me how you take your jumper off). The child replies "I don't know how to do that" (OK, let me show you. First you could bend your elbow and pull at your sleeve. It works best if you raise your arms in the air). The child tries this. (Well done, I can see you are working really hard to push your elbow down low). "I did it" (Well done, you can now take your own jumper off, fantastic learning!)

### **Parents**

Parents are encouraged to note their observations at home in Tapestry so that we can share learning from home and see the children's new interests as they arise.

We have an annual welcome and introductory evening to discuss teaching and key points about Chestnut Class. In addition to this, class teaching staff visit the family at home before the child starts school to share key information and provide any support or answer any questions.

We have an open door policy for parents to ask or share any concerns or new information about their child. Alternately, parents can contact the school office to arrange for a call home or to arrange a meeting after school.

### **Phonics**

We follow the 'Read Write Inc' system of teaching order, letter formations and scheme. For more information see the phonics page of the school website. [www.newlandsprimary.net/phonics](http://www.newlandsprimary.net/phonics)

### **Every Child a Talker (ECAT)**

We are participating in the 'Every Child a Talker' scheme. This encourages an increase in development in children's communication and language. Through receiving training from the local authority, we are tracking our children to see who may be at risk from a lack of vocabulary and cultural capital. We are supporting these children with extra group times and using full and expansive sentences.

### **Maths**

We believe that maths in the EYFS should be relevant and accessible, and we use 'White Rose Maths' and 'Numberblocks' to enhance mastery in maths. We teach the children about everyday maths and how exciting maths can be, using a variety of concrete resources. Children are shown where these resources are kept and are encouraged to use the resources that they think are appropriate for whatever they are doing. We teach using a combination of concrete, pictorial and abstract techniques where possible.