

VISION FOR: **EYFS**

At Kobi Nazrul, we believe that the Early Years should foster a life – long love of learning through an inclusive, happy, safe and stimulating learning environment. We recognise each child as a unique and independent learner and strongly believe that working in partnership with all families is crucial in supporting our children’s learning and development. We have high expectations for what our children can achieve throughout their formative years.

PRINCIPLES AND RATIONALE

(Taken from the EYFS Framework 2021):

Four guiding principles should shape practice in Early Years settings. These are:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through positive relationships
- children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of learning and development. Children develop and learn at different rates. (See “the characteristics of effective teaching and learning” at paragraph 1.15). The framework covers the education and care of all children in Early Years provision, including children with special educational needs and disabilities (SEND).

We work ‘with and through’ our six curriculum concepts to help foster engagement, curiosity, delight, empowerment and joy in learning, teaching and development during the early years.

WORKING WITH AND THROUGH OUR KEY CURRICULUM CONCEPTS

Change

- key adults to be sensitive and adaptable to the child’s needs from day to day.
- fostering of the ‘Characteristics of Effective Teaching and Learning’ to support developing learning experiences.
- supporting children with transition into and out of the EYFS.

Key learning area links: PSED, Communication and Language, Understanding the World, Expressive Arts and Design

Topic Links: Superheroes, Water Explorers (Cycle A) Into the Woods, Love Your World (Cycle B)

Power

- supporting children with being independent in the Early Years setting.
- valuing the voices of all children and supporting children with understanding why this is important e.g. opinions, consent, emotions, keeping safe
- valuing children’s community, culture and learning experiences beyond school



- ample opportunities for learning outside and engagement with the power of the natural environment e.g. wind, water, earth, light, growth, gravity
- the ways in which are bodies are powerful e.g. in movement
- beginning to understand power in relation to leadership, fairness and ideas around 'sharing'

Key learning area links: PSED, Physical Development Communication and Language, Understanding the World

Topic Links: Once Upon a Time, Superheroes, Water Explorers (Cycle A) Into the Woods, Monsters and Aliens, Love Your World (Cycle B)

Identity and Belonging

- valuing the voices of all children and supporting children with understanding why this is important
- celebrating and acknowledging difference
- valuing children's community, culture and learning experiences beyond school
- Exploration of the concept through maths

Key learning area links: PSED, Communication and Language, Maths, Understanding the World

Topic Links: Once Upon a Time, Superheroes, (Cycle A) Love Your World, Monsters and Aliens (Cycle B)

Equality and Equity

- valuing the voices of all children and supporting children with understanding why this is important
- celebrating and acknowledging difference
- using incidental opportunities to discuss 'fairness'
- use of sustained shared thinking to support critical thinking and talk
- use of small world and role play to discuss unequitable scenarios and thoughts for solutions and problem solving.
- Exploration of the concept through maths



Key learning area links: PSED, Communication and Language, Maths, Understanding the World

Topic Links: Once Upon a Time, Superheroes, Water Explorers (Cycle A) Love Your World (Cycle B)

Connections

- Supporting positive relationships between children, families and key people
- Use of sustained shared thinking to support critical thinking and talk
- Development of consistent routines to support independence of young children within learning spaces
- Risk assessing **with children** through talk to support awareness of keeping 'ourselves and others' safe.
- Development of a class charter to foster a shared understanding of a safe and happy class environment.

Key learning area links: PSED, Understanding the World

Topic Links: Water Explorers (Cycle A) Love Your World (Cycle B)

Legacy

- using a range of documentation methods to support children with recognising their successes
- giving children a foundation of positive and joyful memories to draw upon as part of their learning journey throughout school.

Key learning area links: Understanding the World, Expressive Arts and Design

Topic Links: Once Upon a Time, Water Explorers (Cycle A) Love Your World (Cycle B)

Cycle A



Creating Opportunities

Building Aspirations

Inspiring Success

Topic	'Once Upon a Time'	'Superheroes'	'Water Explorers'
Term	Autumn	Spring	Summer
PSED	Looking after our classroom Forming friendships 'joining in' 'Please', 'Thank you', 'Good Morning'	We are all special Taking turns Using negotiating language during play 'Please can I...'	Creating games with friends Resolving conflicts Taking turns
PD	Playing safely Transporting equipment Tools: scissors, pens, cutlery Washing hands Toileting independently	Risk assessing together Jumping and landing safely Tools: pencils, paintbrushes (a range of sizes) Dressing independently	Risk assessing together Throwing and catching Circus – special tricks Tools: staplers, hole punchers routines (sleeping, eating, hygiene) Healthy eating Keeping fit
CAL	Talk confidently about ourselves, our homes and our families Sentence starters: My name is... I can see... One day... Once upon a time... Songs and rhymes: Songs and rhymes (twinkle twinkle, Jack and Jill, Grand Old Duke, Humpty Dumpty, 1,2,3,4,5...)	Talk confidently about our interests Share ideas confidently Sentence starters/explanations: I think that... ... because... Songs and rhymes: Songs and rhymes (Miss Polly, 5 little men, London Bridge, Caterpillar much, Little caterpillar on a leaf)	Share ideas confidently Talk in front of an audience (in-class performance, class assembly) Sentence starters/explanations: Yes because ... No because ... Songs and rhymes: Songs and rhymes (Slippery Fish, 5 little Ducks)
Literacy	Books (All) - On Sudden Hill, King Jack and the Dragon, Jack and the Beanstalk, Three Billy	Books (All) – Superbat, Superhero ABC, Super Daisy, George Saves the World by Lunchtime, My Mum is a Superhero Non – fiction books – growing	Books (All) – Surprising Sharks, Clean Up, The Singing Mermaid, Hey Water, Water is Everywhere, Julian Is A Mermaid Non – fiction books – sharks, the seaside



	<p>Goats Gruff, Life Doesn't Frighten Me, All Are Welcome, Princess Arabella Mixes Colours, Shades of People Non-fiction Books – Castles, Materials Nursery Rhyming stories (King Jack and the Dragon, Each Peach Pear Plum) Sounds in the environment Explore mark making</p> <p>Reception Rhyming words Initial sounds Oral blending and segmenting Using initial sounds to write Name writing</p>	<p>Nursery Instrumental sounds Alliteration Rhyming words Initial sounds Explore mark making</p> <p>Reception Oral blending and segmenting Blending and segmenting words (phase 2 phonic sounds) Use phonic knowledge to write words</p>	<p>Nursery Oral blending and segmenting Letter sounds Name writing</p> <p>Reception Phase 2 and 3 phonic sounds (all) Blending and segmenting words (phase 2 and 3 phonic sounds) Read own written sentences</p>
Maths	<p>Nursery 2D shapes: circle, triangle Explore shape in the environment 3D Shapes: Explore block play Number: Making groups 1-1 correspondence, counting 1-5 (recite and count) Reception 2D shapes: circle, triangle, square, rectangle 3D shapes: create using large scale construction Number: 1-10</p>	<p>Nursery 2D shapes: circle, triangle, square Explore shape in the environment Number: 1-1 correspondence Counting: 1-5 (recite, count, recognise numerals) 3D shapes: Explore large scale construction Reception 2D shapes: circles, triangles, squares, rectangle (oblong), pentagon 3D shapes: Independent junk modelling Number: 1-15 Subtracting Doubling Subitizing</p>	<p>Nursery Shape: circle, triangle, square, rectangle (oblong) Explore shape in the environment Joining materials (junk modelling) Number: 1-1 correspondence Counting: 1-10 (recite, count, recognise numerals) Reception 3D Shapes: cone, sphere, cube, pyramid Number: 1-20 Sharing Halving Money – counting 1p coins</p>



	Adding		
Expressive Arts and Design	Charcoal Graphite pencils Nursery Rhymes	Weaving skills Clay Art project - woodwork	Water music Watercolour paint Art project – Collage, paint (Frank Bowling)
Understanding the World	Festivals – Christmas lunch Record songs/stories (talk buttons) Black History Month Project Castles/Tower of London Edible garden project	Festivals The Lunar New Year– (Chinese Meal) Recycling – How, when, where It is the same because ... ICT Project – iPads Edible garden project	Festivals – Eid party Recycling – How, when, where Water experiments (Bubble mixture making, food colouring) Floating and sinking Edible garden project
Music (with Patrick)	Exploring Music through Voice and Beat Play / Performance - Singing	Africa: Learn African folk songs, Djembe drumming London: Appraise, learn and perform ‘London Bridge’ with instruments too.	Appraise, Learn and perform parts of ‘Happy’ Pharrel Williams, introduce other instruments. Reflect, Rewind and replay, mash up of all things we’ve explored throughout the year.
Trips/ Visitors	DLR/ Tower of London	Parent/community visit (people who help us) Farm visit	River walk (Isle of Dogs) Horniman Museum and Aquarium Seaside trip (whole school)

Cycle B

Topic	‘Into the Woods’	‘Monsters and Aliens’	‘Love Your World’
Term	Autumn	Spring	Summer
PSED	Looking after our classroom Forming friendships ‘joining in’ ‘Please’, ‘Thank you’, ‘Good Morning’	We are all special Taking turns Using negotiating language during play ‘Please can I...’	Creating games with friends Resolving conflicts Taking turns



PD	<p>Playing safely Transporting equipment</p> <p>Tools: scissors, pens, cutlery</p> <p>Washing hands Toileting independently</p>	<p>Risk assessing together Jumping and landing safely Throwing and catching</p> <p>Tools: pencils, paintbrushes (a range of sizes)</p> <p>Dressing independently Healthy eating Routines - bedtime</p>	<p>Risk assessing together Woodwork tools</p> <p>Tools: staplers, hole punchers</p> <p>Healthy eating continued linking to gardening and origin of food - eating food we have grown</p>
CAL	<p>Talk confidently about ourselves, our homes and our families</p> <p>Sentence starters: My name is... I can see... One day... Once upon a time...</p> <p>Songs and rhymes: Songs and rhymes (wind the bobbin up, Sleeping Rabbits, twinkle twinkle, Jack and Jill, Grand Old Duke, Humpty Dumpty, 1,2,3,4,5...)</p>	<p>Talk confidently about our interests Share ideas confidently</p> <p>Sentence starters/explanations: I think that... Because</p> <p>Songs and rhymes: Songs and rhymes (Miss Polly, 5 little ducks, London Bridge, once I caught a fish alive, wheels on the bus)</p>	<p>Share ideas confidently Talk in front of an audience (in-class performance, class assembly)</p> <p>Sentence starters/explanations: Yes because ... No because ... I remember ...</p> <p>Songs and rhymes: Songs and rhymes (10 green bottles, horsey horsey, I know an old lady who swallowed a fly)</p>
Literacy	<p>Books (All) – Owl Babies, We’re going on a Bear Hunt, Goldilocks, Little Red Riding Hood, The Tunnel, Stanley’s Stick, Stick Man, Hansel and Gretel Non-fiction Books – Forests, Houses and Homes, wood</p>	<p>Books (All) – Bedtime for Monsters, If Your Monster Won’t Go to Bed, Emily Brown and the Thing, Toys In Space, The Way Back Home, Where the Wild Things Are Non – fiction books – Space, ‘strange’ creatures</p> <p>Nursery Instrumental sounds Alliteration Rhyming words Initial sounds Explore mark making</p>	<p>Books (All) – My Mother’s Sari, The Leopard’s Drum, The Tiger Skin Rug, My Cat Likes to Hide in Boxes, We’re Going on a Lion Hunt Non – fiction books – chicks (lifecycles) Love Your World (Growing and recycling), Shades of People</p> <p>Nursery Oral blending and segmenting Letter sounds Name writing</p> <p>Reception Phase 2 and 3 phonic sounds (all)</p>



	<p>(materials), Woodland animals Nursery Rhyming stories (The Gruffalo, Each Peach Pear Plum) Sounds in the environment Explore mark making</p> <p>Reception Rhyming words Initial sounds Oral blending and segmenting Using initial sounds to write Name writing</p>	<p>Reception Oral blending and segmenting Blending and segmenting words (phase 2 phonic sounds) Use phonic knowledge to write words</p>	<p>Blending and segmenting words (phase 2 and 3 phonic sounds) Read own written sentences</p>
Maths	<p>Nursery 2D shapes: circle, triangle Explore shape in the environment 3D Shapes: Explore block play Number: Making groups 1-1 correspondence, counting 1-5 (recite and count) Reception 2D shapes: circle, triangle, square, rectangle 3D shapes: create using large scale construction Number: 1-10 Adding</p>	<p>Nursery 2D shapes: circle, triangle, square Explore shape in the environment Number: 1-1 correspondence Counting: 1-5 (recite, count, recognise numerals) 3D shapes: Explore large scale construction Reception 2D shapes: circles, triangles, squares, rectangle, pentagon 3D shapes: Independent junk modelling Number: 1-15 Subtracting Doubling Subitizing</p>	<p>Nursery Shape: circle, triangle, square, rectangle Explore shape in the environment Joining materials (junk modelling) Number: 1-1 correspondence Counting: 1-10 (recite, count, recognise numerals) Reception 3D Shapes: cone, sphere, cube, pyramid Number: 1-20 Sharing Halving Money</p>
Expressive Arts and Design	<p>Artist – Andy Goldsworthy Natural collage Graphite pencils</p>	<p>Pastels Charcoal Dance ('Monster Stomp') Woodwork</p>	<p>Music from around the world Ceramics (tiles, clay – pottery) Wood work project Art project – Frank Bowling (Abstract art)</p>



	Photographer – Malik Sidibe		
Understanding the World	Woodland animals: Owls Festivals – Christmas (Christmas Lunch) Remembrance day Black History Month Project Cooking – porridge making, gingerbread	Festivals – The Lunar New Year (Chinese meal) Recycling – How, when, where Monster smoothies It is the same because ... It is different because ... ICT Project – iPads Gardening project	Festivals – Eid (Eid party) Recycling – How, when, where World fabrics Cooking – bread making Live animals - Chicks
Trips/ Visitors	Nite Owls (Owls visit school) Soanes Centre – Visit to the woods	Trip to the Science Museum (Reception) Education group science workshop (Nursery)	Drumming workshop Seaside trip (whole school)

