

# Kobi EYFS Curriculum, Pedagogy and Ethos



## Our Pedagogy and Ethos

‘...Develop a community which focuses on **how** and not just what we are learning.’ (EYFS 2012 p7)

Our pedagogy and ethos in the Early Years at Kobi is underpinned by the overarching principles of the EYFS ([see EYFS Framework 2021 p 6](#)) and is inclusive of The Characteristics of Effective Teaching and Learning ([see EYFS Framework 2021 p 16](#)). We believe that it is important for practitioners to continually reflect on the ‘how’ of children’s learning in order to support our children to engage with learning and the curriculum at a deeper level, making learning memorable, meaningful and equipping children with the knowledge and skills they need to achieve well.

<b>Playing and Exploring</b>	<b>Active Learning</b>	<b>Creating and Critical Thinking</b>
<b>Finding out and exploring</b>  <b>Playing with what they know</b>  <b>Being willing to have a go</b>	<b>Being involved and concentrating</b>  <b>Enjoying achieving what they set out to do</b>  <b>Keeping trying</b>	<b>Having their own ideas</b>  <b>Making links</b>  <b>Choosing ways to do things</b>

### **Sustained shared thinking**

At Kobi, we value high quality interactions between children and adults and staff during the Early Years. Sustained shared thinking, in which children and adults work together to engage with and think critically about learning experiences, gives our children opportunities to extend their learning and understanding through meaningful conversation, both planned and incidental. We are aware that children may think differently according to the various contexts and experiences that they may find themselves in. For this reason it is important that our children are supported in, for example, planning and predicting, investigating, problem solving, creating, making connections and reflecting during their activities.

For more on this, please see [High Quality Conversations in the Early Year EEF, Sheringham Nursery](#)

### **Stimulating Learning Environments**

We endeavour to provide learning environments rich in possibilities and provocations that invite the children to undertake extended exploration and problem solving. The organisation of our learning environments is key to stimulating children’s engagement in which we seeks to ignite children’s curiosity and encourage inquisitiveness within a calm, stimulating and creative learning environment. Documentation of children’s learning around the Early Years setting endeavours to support both children and adults in making recalling and reflecting on meaningful learning experiences and making connections between experiences by thinking through the learning process.

For more on our learning environment and continuous provision at Kobi, please see our Learning Environment and Continuous Provision guidance.

## Independence

### Our Early Years Curriculum

Our Early Years Foundation Stage (EYFS) curriculum is an overall or 'top level' plan of everything we want children to learn during Nursery and Reception years. For us at Kobi, key to our planning in the Early Years is the development of children's early language, opportunities for broad and enriching first hand experiences, careful sequencing to support children in their learning overtime whilst being mindful of the fact that development for young children is not linear or 'fixed', as well as the inclusion of children's interests and fascinations. Our curriculum is inclusive of the 7 areas of learning ([see EYFS Framework p 8](#)) and aims to support all pupils to work towards and achieve their Early Learning Goals by the end of their Reception Year.

Themes	Topics	Cycle
Early Language/ songs and rhymes/ knowledge of stories	Once Upon A Time	A
	Into the Woods	B
Use of imagination/storytelling/ourselves and people who help us	Superheroes	A
	Monsters and Aliens	B
Knowledge of the World/understanding diverse cultures/sustainability	Water Explorers	A
	Love Your World	B

#### 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

Topic	'Once Upon a Time'	'Superheroes'	'Water Explorers'
Term	Autumn	Spring	Summer
<b>PSED</b>	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
<b>PD</b>	Playing safely Transporting equipment  <b>Tools:</b> scissors, pens, cutlery Washing hands Toileting independently	Risk assessing together Jumping and landing safely  <b>Tools:</b> pencils, paintbrushes (a range of sizes) Dressing independently	Risk assessing together Throwing and catching Circus – special tricks  <b>Tools:</b> staplers, hole punchers routines (sleeping, eating, hygiene) Healthy eating Keeping fit
<b>CAL</b>	<b>Talk confidently about ourselves, our homes and our families</b>  <b>Sentence starters:</b> My name is... I can see... One day... Once upon a time... <b>Songs and rhymes:</b> Songs and rhymes (twinkle twinkle, Jack and Jill, Grand Old Duke, Humpty Dumpty, 1,2,3,4,5...)	<b>Talk confidently about our interests</b> <b>Share ideas confidently</b>  <b>Sentence starters/explanations:</b> I think that... ...because...  <b>Songs and rhymes:</b> Songs and rhymes (Miss Polly, 5 little men, London Bridge, Caterpillar much, Little caterpillar on a leaf)	<b>Share ideas confidently</b> <b>Talk in front of an audience (in-class performance, class assembly)</b>  <b>Sentence starters/explanations:</b> Yes because... No because...  <b>Songs and rhymes:</b> Songs and rhymes (Slippery Fish, 5 little Ducks)

<p><b>Literacy</b></p>	<p><b>Books (All)</b> - On Sudden Hill, King Jack and the Dragon, Jack and the Beanstalk, Three Billy Goats Gruff, Life Doesn't Frighten Me, All Are Welcome, Princess Arabella Mixes Colours, Shades of People Non-fiction Books – Castles, Materials  <b>Nursery</b>  Rhyming stories (King Jack and the Dragon, Each Peach Pear Plum)  Sounds in the environment  Explore mark making    <b>Reception</b>  Rhyming words  Initial sounds  Oral blending and segmenting  Using initial sounds to write  Name writing</p>	<p><b>Books (All)</b> – Superbat, Superhero ABC, Super Daisy, George Saves the World by Lunchtime, My Mum is a Superhero  Non – fiction books – growing    <b>Nursery</b>  Instrumental sounds  Alliteration  Rhyming words  Initial sounds  Explore mark making    <b>Reception</b>  Oral blending and segmenting  Blending and segmenting words (phase 2 phonic sounds)  Use phonic knowledge to write words</p>	<p><b>Books (All)</b> – Surprising Sharks, Clean Up, The Singing Mermaid, Hey Water, Water is Everywhere, Julian Is A Mermaid  Non – fiction books – sharks, the seaside    <b>Nursery</b>  Oral blending and segmenting  Letter sounds  Name writing    <b>Reception</b>  Phase 2 and 3 phonic sounds (all)  Blending and segmenting words (phase 2 and 3 phonic sounds)  Read own written sentences</p>
<p><b>Maths</b></p>	<p><b>Nursery</b>  <b>2D shapes:</b> circle, triangle  Explore shape in the environment  <b>3D Shapes:</b>  Explore block play  <b>Number:</b>  Making groups  1-1  correspondence,  counting 1-5  (recite and count)  <b>Reception</b>  <b>2D shapes:</b> circle, triangle , square, rectangle  <b>3D shapes:</b> create using large scale construction  Number: 1-10  Adding</p>	<p><b>Nursery</b>  2D shapes: circle, triangle , square  Explore shape in the environment  Number: 1-1 correspondence  Counting : 1-5 (recite , count, recognise numerals)  <b>3D shapes:</b> Explore large scale construction  <b>Reception</b>  <b>2D shapes:</b> circles, triangles, squares, rectangle (oblong), pentagon  <b>3D shapes:</b> Independent junk modelling  Number: 1-15  Subtracting  Doubling  Subitizing</p>	<p><b>Nursery</b>  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)  <b>Reception</b>  3D Shapes: cone, sphere, cube, pyramid  Number: 1-20  Sharing  Halving  Money – counting 1p coins</p>
<p><b>Expressive Arts and Design</b></p>	<p>Charcoal  Graphite pencils  Nursery Rhymes</p>	<p>Weaving skills  Clay  <b>Art project - woodwork</b></p>	<p>Water music  Watercolour paint  <b>Art project – Collage, paint (Frank Bowling)</b></p>
<p><b>Understanding the World</b></p>	<p>Festivals –  Christmas lunch</p>	<p>Festivals The Lunar New Year– (Chinese Meal)</p>	<p>Festivals – Eid party  Recycling – How, when, where</p>

	Record songs/stories (talk buttons) Black History Month Project Castles/Tower of London <b>Edible garden project</b>	Recycling – How, when, where It is the same because... <b>ICT Project – ipads</b> <b>Edible garden project</b>	Water experiments (Bubble mixture making, food colouring) Floating and sinking <b>Edible garden project</b>
<b>Music ( with Patrick)</b>	Exploring Music through Voice and Beat Play / Performance - Singing	<b>Africa:</b> Learn African folk songs, Djembe drumming <b>London:</b> 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.
<b>Trips/ Visitors</b>	DLR/ Tower of London	Parent/community visit (people who help us) Farm visit	River walk (Isle of Dogs) Horniman's 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	Playing safely Transporting equipment  <b>Tools:</b> scissors, pens, cutlery  Washing hands Toileting independently	Risk assessing together Jumping and landing safely Throwing and catching <b>Tools:</b> pencils, paintbrushes (a range of sizes)  Dressing independently Healthy eating Routines - bedtime	Risk assessing together Woodwork tools  <b>Tools:</b> staplers, hole punchers  Healthy eating continued linking to gardening and origin of food - eating food we have grown
CAL	<b>Talk confidently about ourselves, our homes and our families</b>  <b>Sentence starters:</b> My name is... I can see... One day... Once upon a time... <b>Songs and rhymes:</b> Songs and rhymes (wind the bobbin up, Sleeping Rabbits, twinkle twinkle,	<b>Talk confidently about our interests</b> <b>Share ideas confidently</b>  <b>Sentence starters/explanations:</b> I think that... Because  <b>Songs and rhymes:</b> Songs and rhymes (Miss Polly, 5 little ducks, London Bridge, once I caught a fish alive, wheels on the bus)	<b>Share ideas confidently</b> <b>Talk in front of an audience (in-class performance, class assembly)</b>  <b>Sentence starters/explanations:</b> Yes because... No because... I remember...  <b>Songs and rhymes:</b>



	Jack and Jill, Grand Old Duke, Humpty Dumpty, 1,2,3,4,5...)		Songs and rhymes (10 green bottles, horsey horsey, I know an old lady who swallowed a fly)
Literacy	<p><b>Books (All)</b> – Owl Babies, We're going on a Bear Hunt, Goldilocks, Little Red Riding Hood, The Tunnel, Stanley's Stick, Stick Man, Hansel and Gretel</p> <p>Non-fiction Books – Forests, Houses and Homes, wood (materials), Woodland animals</p> <p><b>Nursery</b> Rhyming stories (The Gruffalo, Each Peach Pear Plum) Sounds in the environment Explore mark making</p> <p><b>Reception</b> Rhyming words Initial sounds Oral blending and segmenting Using initial sounds to write Name writing</p>	<p><b>Books (All)</b> – 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</p> <p>Non – fiction books – Space, 'strange' creatures</p> <p><b>Nursery</b> Instrumental sounds Alliteration Rhyming words Initial sounds Explore mark making</p> <p><b>Reception</b> Oral blending and segmenting Blending and segmenting words (phase 2 phonic sounds) Use phonic knowledge to write words</p>	<p><b>Books (All)</b> – 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</p> <p>Non – fiction books – chicks (lifecycles) Love Your World (Growing and recycling), Shades of People</p> <p><b>Nursery</b> Oral blending and segmenting Letter sounds Name writing</p> <p><b>Reception</b> Phase 2 and 3 phonic sounds (all) Blending and segmenting words (phase 2 and 3 phonic sounds) Read own written sentences</p>
Maths	<p><b>Nursery</b> <b>2D shapes:</b> circle, triangle Explore shape in the environment <b>3D Shapes:</b> Explore block play <b>Number:</b> Making groups 1-1 correspondence, counting 1-5 (recite and count) <b>Reception</b> <b>2D shapes:</b> circle, triangle, square, rectangle <b>3D shapes:</b> create using large scale construction Number: 1-10 Adding</p>	<p><b>Nursery</b> 2D shapes: circle, triangle, square Explore shape in the environment Number: 1-1 correspondence Counting : 1-5 (recite, count, recognise numerals) <b>3D shapes:</b> Explore large scale construction <b>Reception</b> <b>2D shapes:</b> circles, triangles, squares, rectangle, pentagon <b>3D shapes:</b> Independent junk modelling Number: 1-15 Subtracting Doubling Subitizing</p>	<p><b>Nursery</b> 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) <b>Reception</b> 3D Shapes: cone, sphere, cube, pyramid Number: 1-20 Sharing Halving Money</p>
Expressive Arts and Design	Artist – Andy Goldsworthy Natural collage Graphite pencils Photographer – Malik Sidibe	Pastels Charcoal Dance ('Monster Stomp') Woodwork	Music from around the world Ceramics (tiles, clay – pottery) Wood work project Art project – Frank Bowling (Abstract art)
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...	Festivals – Eid (Eid party) Recycling – How, when, where World fabrics Cooking – bread making Live animals - Chicks

		<b>ICT Project – ipads</b> <b>Gardening project</b>	
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)