

Lea Nursery School

Early Years Foundation Stage (EYFS)

Curriculum Policy and Procedures - Building Blocks - Specific Areas



WE PLAY, WE LEARN, WE SUCCEED!



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Our Vision & Building Blocks

Our Vision

The vision for Lea Nursery's curriculum is one that keeps children at the centre. Each year as the cohort of children changes our curriculum reacts to these children, their needs and interests. This means that the experiences may change year on year.

We believe that children learn best when:

- They learn through play.
- They can learn through real experiences.
- There are connections between different aspects of their learning.
- They are given time for sustained engagement.



Our building blocks cover the 7 areas of learning and incorporate the skills of effective learning. Each of the 7 areas are broken down into sub areas which show clearly the expected objectives for each stage of a child's skills development. Learning that follows a sequence of stages ensures your child will have strong foundations on which they can continue to build and develop allowing them to achieve their full potential. Just like a building the stronger our foundations the stronger and more stable we will be allowing us to thrive and become complete and stable whole structure (person).

Literacy Writing

Links to Physical Development

Fine Motor



Early Learning Goal
End of Primary
School Reception
Year!

R6

Makes letter type shapes to represent the initial letter sound of their name and other familiar words. Some may be able to write their name or simple CVC words.

Shows a consistent preference for using a dominant hand and uses the hand with increased control.

Holds pencil near point between thumb and two fingers (tripod grip) and uses it with good control.

R5

Is starting to use scissors to cut materials with more control, e.g. following lines to cut.

Uses simple tools to make changes to other materials, such as stapling two boxes together or hole punching a piece of paper, expressing a hand preference.

Using combination of lines, circles, and curves of letter type shapes they attempt to write words from left to right and can explain the words to an adult.

R4/5

Holds tools and objects with whole hand grasp showing developing control to use and manipulate the tool for a purpose.
Will pick up scissors and attempt if not succeed at snipping paper.

Turns pages in a book (sometimes several at once)

Makes marks using different media, e.g. on paper, in sand, on playdough, on touch screen technology etc.

Distinguishes between the different marks they make, e.g. this is mummy this is my doggy.

R3/4

Builds hand muscle strength by molding and manipulating playdough and other soft materials into shapes.

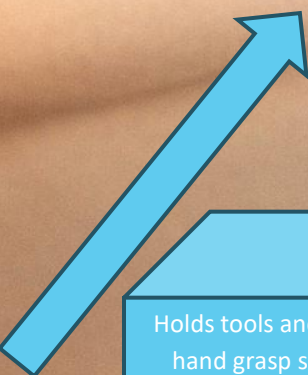
Uses arm and hand movements to make big and small marks using different resources. Links the cause and effects of mark making.

Is beginning to balance different objects to make structures with each hand doing something different at the same time, e.g. holding a block in one hand and steadying the other blocks with the other hand.

Moves hands and fingers copying / predicting actions and movements responding to rhymes, songs, stories, and games.

When using tools or playing with objects, they pick them up and move the tool/ object using a whole hand grasp.

R2/3



Literacy - Reading



Uses correct letter sounds and starting to link letter sounds to attempt to verbally make simple 3 letter words.

Early Learning Goal
End of Primary
School Reception
Year!

R6



Hears and says initial sounds in words.

Claps or taps the syllables in words during sound play.

Shows awareness of rhyme and alliteration, e.g. hungry hippo is alliteration.

R5



Listens to and joins in with stories, songs, and rhymes, when reading 1-2-1 and in small groups.

Joins in with regular repeated phrases in rhymes, songs and stories and can predict where these repeated phrases will appear next.

Begins to be aware of the way stories are structured and starting to use structure and sequence to tell own stories.

Begins to understand letters have a name and make a sound.
(Phonological awareness)

R4/5

Repeats and uses actions, words or phrases from familiar stories.

Fills in the missing word or phrases in a known rhyme, story or game, e.g. Humpty Dumpty sat on a ...

Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps.

Recognises, when an adult is sharing a story book with them, that the symbols and pictures on the pages link to what is being read.

R3/4

Shows an interest in particular stories, songs, and rhymes by expressing excitement through making noises, words and gestures.

Begins to join in with actions and sounds when sharing familiar books, songs and rhymes.

Listens to and identifies different sounds and noises in the familiar environment.

Makes different sounds with their mouth, e.g. shh & buzz.

Listens to sounds and words and will repeat them.

R2/3

Mathematics

Number & Numerical Patterns



Early Learning Goal
End of Primary School Reception Year!



Verbally counts beyond 20, recognising the pattern of the counting system;

- Compares quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explores and represents patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Has a deep understanding of number to 10, including the composition of each number.

- Subitises (recognise quantities without counting) up to 5;
- Automatically recalls (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

R6

R5/
R6

Knows that the last number reached when counting a small set of objects tells you how many there are in total 'cardinal principle'.

Shows some understanding of links between numerals and amounts, e.g. showing the right number of objects to match the numerals, up to 5.

Solves real world mathematical problems with numbers up to 5.

R4/5

Has started to consistently use language showing recognition of more or less...there are more apples than bananas!

Displays counting behaviour when taking part in activities using objects – the dinosaur has two legs, the cow has four...

Says one number for each item in order: 1,2,3,4,5. Shows 'finger numbers' up to 5.

Recites numbers to 5 with confidence and to 10 but may miscount when getting to 7/8 occasionally. Knows when they hold both hands up this represents 10 and one hand is 5.

R3/4

Takes part in finger rhymes with numbers.

Starting to use fingers when listening to counting rhymes following adult actions correctly in time with counting in sequence.

Has an understanding that the amount of digits on one hand is 5.

Developing counting-like behaviour, such as making sounds, pointing or saying some number names such as 1 and 2.

Reacts to changes of amount in a group – notices more or less amounts.

R2/3

Mathematics

Shape, space & measure

(inc. spatial awareness/ordering and sequencing)



Early Learning Goal
End of Primary School Reception Year!



Selects, rotates and manipulates shapes using their spatial reasoning skills.
Composes and decomposes shapes starting to recognise a shape can have other shapes within it, just as numbers can.
Copies and creates repeating patterns.
Whilst playing is seen to compare length, weight and capacity.

R6

Identifies quantities and shows some awareness that an amount will require more or less containers when being transferred, e.g. when pouring water or milk into a cup.
Shows a forming understanding of capacity and spatial awareness.

Talks about and explores 2D and 3D shapes, e.g. circles, rectangles, triangles and cuboids using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.

R5

Compares sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.

Can be heard discussing mathematical ideas throughout the day, inside and outdoors, such as those in stories like 'The Enormous Turnip,' 'The Turnip is bigger than the dog!'

Talks about and explores 2D and 3D shapes enjoying exploring how shapes are similar and different

R4/5

Builds with a range of resources.

Completes simple puzzles

Notices patterns and arrange things in patterns.

Uses positional language when climbing, tunnelling and hiding using spatial words like 'on top of', 'up', 'down' and 'through'. Showing spatial awareness and where their body is in the environment.

R3/4

Combines objects like stacking blocks and cups.

Climbs and squeezes themselves into different types of spaces.

Puts objects inside others and takes them out again.

Independently explores through play capacity of containers using water and other materials, e.g. pushing playdough into a cup.

Ex[plores patterns/size by matching colours together and putting blocks or toys in groups or order.

R2/3



Understanding the World People, Culture and Communities



Early Learning
Goal
End of Primary
School Reception
Year!

- Can describe their immediate environment using knowledge for stories, discussions and observations etc.
- Knows some similarities between cultures/religions – drawing on information that has been shared with them.
- Can explain some similarities between life in this country and life in other countries, drawing on knowledge they have been exposed to and learned about.

R6

Shows an awareness and interest in different occupations and ways of life indoors and outdoors.

Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends and family.

R5



In pretend play imitates everyday actions and events from own family and cultural background.

Enjoys joining in family customs, wearing special clothes and routines and sharing this with his close friends and trusted adults.

Aware that they have similarities and differences that connects them to and distinguish them from others.

R4/5



Is interested in photographs of themselves and other familiar people and objects.

Makes friends and shows an understanding of similarities and differences.

Makes connections between the features of their family and other families.

Starting to notice differences between people and points this out.

R3/4

Recognises key people in their own lives and has a sense of belonging to their key carer and trusted adults.

Showing curiosity in people, their clothes and special food they may make, e.g. Grandma's cookies

Enjoys stories about people, their lives and represented as characters.

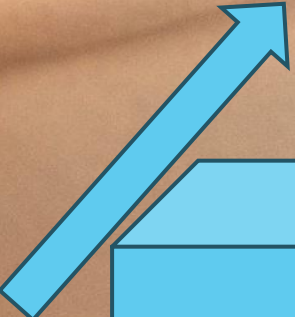
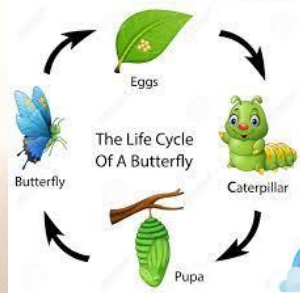
With adult support they enjoy new experiences based on various cultural and religious events.

They can identify people and the environments they belong to, e.g. teacher and pointing to their teacher when out and about.

R2/3

Understanding the World

The Natural World



- Able to confidently explore the world around them and link what they see in their own drawings and conversations.
- Able to identify similarities and differences between the natural world around them and contrasting environments drawing on information that has been taught and shared with them.
- Shows an understanding of processes and changes that happen in the natural world, e.g. autumn.

R6

Early Learning Goal
End of Primary
School Reception
Year!



Developing an understanding of growth decay and changes over time.

Comments and asks questions about aspects of their familiar world, such as the place where they live or the natural world.

Can identify materials that can change state and shows an awareness of the different states and the vocabulary used to describe them, e.g. water turning to ice and melting back to water.

R5

Can talk about some of the things they have observed, such as plants, animals, natural and found objects showing care and concern for living things and the environment.

Notices detailed features of objects in their environment.

Enjoys playing with small world reconstructions and in role play - building on first-hand experiences, e.g. visiting farms, garages

R4/5



Explores objects by linking together different approaches, e.g. shaking, hitting, pulling

Shows a consistent curiosity in exploring familiar experiences in nature – grass, puddles and mud.

Understands where familiar objects belong in specific environments, e.g. saucepan in the kitchen, bucket and spade in the sandpit.

Is curious to explore materials with different properties and shows an awareness of the differences, e.g. wet sand makes better sandcastles.

R3/4

Closely observes what animals, people and vehicles do.

Shows curiosity in animals or objects they are familiar with in the natural world they have experienced.

Enjoys stories based on animals and nature.

Shows an awareness of common farm animals and is starting to link sounds to the animal such as cow goes moo.

Able to repeat actions that have an effect and can combine objects and actions showing an understanding that things are used in different ways.

R2/3

Understanding the World

Past and Present



Through stories and cultural events can identify specific celebrations and people who are from the past and those from the present, e.g. Queen Elizabeth II and King Charles III.

Able to look at objects and pictures from the past and compare them with objects and pictures of how things are now showing some understanding of the differences.

R6

Early Learning Goal
End of Primary School Reception Year!



R5

Can make sense of their own life story and family's history and share this in simple terms with others.

Able to talk about things in their past, such as last year/before we went to the farm to see the animals.

Able to show some understanding of events that have happened and events coming up, such as summer holidays and next is Halloween.

R4/5

Starting to consistently use vocabulary such as yesterday and today or now to show an understanding of time.

Through adult led conversation the child can make simple links between a grown up and their stories of when the grown up was a child. Linking a child becomes an adult over time.

Can understand basic chronology of events. Routines such as getting up, having breakfast, going to school etc.

Shows an understanding that when they were a baby, they had a bottle and a dummy but now they do not.

R3/4

Can follow simple routines.

With adult support can sequence visual prompts that link to their consistent daily routines.

Can identify that they go to sleep and then they wake up.

They have a simple understanding of night and day.

Can understand the order of simple events in terms of now and next. Now we have snack and next we will play

R2/3

Expressive Arts and Design

Creating with Materials



- Able to safely use and explore a variety of materials, tools and techniques.
- Confident to experiment with colour, design, texture, form and function.
 - Shares their creations, explaining the process they have used.
- Makes use of props and materials when role playing characters in narratives and stories.

Early Learning Goal
End of Primary School Reception Year!



R6

Draws with increasing complexity and detail, such as representing a face with a circle and including detail.

Explores, uses and refines a variety of artistic effects to express their ideas and feelings.

R5



Is starting to use scissors to cut materials with more control. (E.G following lines to cut)

Uses simple tools to make changes to other materials (such as stapling two boxes together or hole punching a piece of paper).

Uses a combination of lines, circles, and curves they attempt to draw closed shapes (from left to right) and can identify the names of the shapes they are creating.

R4/5



With an adult to guide them they join in with collaborative creative experiences/activities sharing ideas, resources and skills, e.g. cutting vegetables for using for joint collage print.

Is showing some awareness that mixing the primary colours will produce other colours, e.g. blue and yellow make green.

Uses mark making to represent ideas like movement and sound.

Recognises that different substances and materials can create sounds.

R3/4

Enjoys exploring different messy substances such as foam, cornflower or paint, using their fingers and different parts of their bodies.

Experiments with tools and their hands to rip, tear and cut different materials.

Shows an understanding that movement using certain items will leave marks.

Able to mark make using different media on surfaces and using movements linked to their feelings/mood. A frustrated child may scribble on a wall.

Combine different materials and explores the outcome and shows an awareness of different textures through feeling and facial expression and simple vocabulary.

R2/3

Expressive Arts and Design Being Imaginative and Expressive

(Self expression and communication through arts)



Early Learning Goal
End of Primary School Reception Year!

- Able to invent, adapt and recount narratives and stories with peers and their teachers through role play, conversation or drawing, painting and building etc.
- Sings a range of well-known nursery rhymes/songs: performs songs, rhymes, poems and stories with others and when appropriate move to music.

R6

Will independently pick up mark making media and create a picture linked to their own lives or experiences. They can talk about what they have created.

Will independently pick up objects (can be blocks or creative materials) and create something linked to their own lives or experiences. They can talk about what they have created.

R5

Chooses to use IT paint program to create pictures using the mouse and cursor.

They share with peers or adults their thoughts, views and ideas linked to their work.

Can use the touch screen interactive whiteboard to select age-appropriate music and songs to sing a long to or move to.

When given materials or items they handle them and express their ideas and thoughts. They talk about the items properties or naming the type of materials.

R4/5

Will play in areas acting out everyday familiar experiences or replicate things they have been taught in nursery. In the mud kitchen 'I am making soup!'

When listening to stories/songs and rhymes joining in making repeated actions or vocalise repeated phrases using expression, singing and actions.

Will choose to play with electronic toys and push buttons and pull levers to create sounds they enjoy making or program the toy to move as part of their imaginative play, e.g. remote-control cars.

When given resources they will use them to create or design through mark making or constructing something and they talk about their views and ideas linked to their creation.

R3/4

Plays Peekaboo and is able to express their reactions through movement and vocalization.

Able to mark make using different media on surfaces and using movements linked to their feelings/mood. A frustrated child may scribble on a wall.

When listening to familiar songs/music they move in a way that expresses how the song or music makes them feel.

Through manipulating different materials, they make links to themselves or familiar people in their lives, e.g. play dough 'I made pancake like mummy'

Will pick up musical toys and shake them or move them to make noise – they may do this to express how they feel or show enjoyment linked to how a sound makes them feel.

R2/3





Sources and useful links

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Linked Policies
Behaviour Policy
Healthy Schools Policy
Pupil Premium Policy
SEND Policy
Outdoor Learning Policy
Display Policy
Safeguarding Policy

