

#InspiredToLearn - EYFS Curriculum

"You become who you are by finding out what you can do"

Sir Ken Robinson

In times of change learners inherit the earth while the learned find themselves beautifully equipped to work in a world that no longer exists.

(Eric Hoffer)

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Introduction

From **Headteacher Mr Gary Spracklen** (headteacher@princeofwales.dorset.sch.uk)



“We see the Early Years Foundation Stage (EYFS) as the most important stage in your child’s development here at The Prince of Wales School. It’s the foundation which prepares your child for their future learning and successes.

From when your child is born up until the age of five, their early years experience should be happy, active, exciting, fun and secure; and support their development, care and learning needs.

At The Prince of Wales School we believe passionately that young children learn best by doing.

In our Early Years setting, we attach great importance to learning in practical and active ways.

Therefore, much of the curriculum is to do with playing and exploring.

Our curriculum is highly imaginative, stimulating, fun and above all inspiring!

We know that children learn best when they are happy and feel secure in their environment and this is our first aim when your children enter the school”.

What is our ethos for learning?

From **EYFS Leader Mrs Sam Johnson** (s.johnson@princeofwales.dorset.sch.uk)



“We value children’s abilities, skills and cultural diversity, and seek to make all children feel welcome and successful.

We work together with you in an atmosphere of mutual respect, listening to what you the parent knows about your child.

We encourage positive attitudes and dispositions to learning and encourage children to succeed, by praising and rewarding.

We acknowledge that children have different starting points in respect of their knowledge, skills and understanding.

We work with your child to provide well planned, purposeful activity and appropriate intervention, by engaging, modelling, motivating and questioning.

This document is designed to build a strong partnership with you, to provide transparency on our approach and build together an approach full of exciting exploration, creativity and imagination as we all learn together.

The Prince of Wales School - ‘Where we are all inspired to learn’ .”

Pre-School - Year One

Key Contact - Deputy Pre-School Leader - Miss Zoe Stockley

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Pre-School - Year One

Intent

Achieve GLD in all Early Learning Goals:

Prime ELGs: Listening and attention, understanding, speaking, moving and handling, health and self care, making relationships, self confidence and self awareness, managing feelings and behaviour.

Specific ELGs: Reading, writing, numbers, space, shape and measures, people and communities, the world, technology, exploring and using media and materials, being imaginative.

Priorities:

Oracy - increased exposure to rich vocabulary, especially focusing on disadvantaged pupils.

Disadvantaged Pupils - Prioritise exposure to stories for disadvantaged pupils.



Impact

**Impact at the end of Pre - School
Year 1 = progression of skills to
achieve...**

Prime Areas

"I am 3 and I can....."

- **My journey through listening and attention....**
 1. spend time playing with sounds,songs and rhymes.
 2. listen to a collection of Nursery rhymes and start to join in
 3. Listen to a picture book story with increasing attention
- **My journey through speaking....**
 1. use language to share my feelings, experiences and thoughts.
 2. hold a conversation and jump from topic to topic.
 3. retell a simple past event in the correct order.
 4. recite some favourite nursery rhymes.
- **My journey through understanding....**
 1. understand longer sentences.
 2. understand 'who', 'what', 'where' in simple questions.
 3. understand simple ideas.
 4. understand how to use objects.
 5. respond to simple instructions like getting or putting away an object.
- **My journey through movement....**
 1. move around with confidence and in a range of ways, such as slithering, shuffling, rolling, crawling,walking, running, jumping, skipping, sliding and hopping.
 2. climb confidently and am beginning to pull myself up on nursery play equipment.
 3. kick a large ball.
- **My journey through using my hands and fingers....**
 1. carefully hold and use jugs to pour, hammers, books and mark making tools.
 2. use three fingers (tripod grip)to hold writing tools.
 3. copy drawing simple shapes such as circles and lines.
 4. turn pages in a book, sometimes several at once.

5. begin to use a variety of one handed tools and equipment like scissors and tweezers

- **My journey through my feelings....**

1. find an adult I know to comfort me when I need it.
2. tell you about my feelings such as if I am sad, happy, cross, scared, worried.
3. tell you that some actions can hurt or harm others.

- **My journey through making Relationships....**

1. **Playing and working with others and making friends:** will play alongside other children to enjoy learning experiences together, happily leave my family members, with support and encouragement from a familiar adult, enjoy being praised and feel proud of my achievements, and ask an adult for help.

- **My journey through looking after myself....**


1. **Getting ready:** have a go at putting my coat on, go to the toilet, and ask for the potty or toilet but sometimes need an adult for help, wash my hands with soap and water.
2. **Eating:** confidently feed myself using a fork and spoon
3. **Choices:** choose activities and ask an adult for help if needed, make good choices and like to help with my tasks.
4. **Exercise:** have a good level of physical skills developed through: running, obstacle courses, PE equipment, set challenges
5. **Relax:** relax while listening to calming music, Cosmic Kids yoga.

**Impact at the end of Pre-School
Year 1 = progression of skills to
achieve...**

Specific Areas

"I am 3 and I can....."

- **My journey through understanding and enjoying books....**
 1. tell you my favourite stories, rhymes,songs,poems or jingles.
 2. repeat words or phrases from familiar stories.
 3. fill in the missing word or phrase in a known rhyme, story or game, eg ' Humpty Dumpty sat on the'
 4. listen to and join in with stories and poems, one to one and also in small groups.
 5. show an interest in illustrations and print in books and print in the environment.
 6. look at books independently.
 7. know two authors and at least two of their books:
- **My journey through learning to read....**
 1. handle books carefully.
 2. hold books the correct way up and turn the pages.
- **My journey through learning to write....**
 1. distinguish between the different marks I make.
 2. experiment with mark making by using many different tools and materials.
- **My journey through numbers....**
 1. **understand numbers:** select a small number of objects from a group when asked, for example, ' please give me one', 'please give me two",
recite some number names in sequence up to 5,
begin to make comparisons between quantities,
use some number names accurately in play
 2. **Learn 5 number based nursery rhymes and songs:** see list
 3. **Patterns:** sort a group of objects in colour and size
 4. **Games:** *A variety of number games*
- **My journey through shape and measure....**
 1. **Measure:** begin to use language of size
Volume: explore pouring, tipping, filling, emptying with sand and water and various toys



Weight: select a light object and a heavy object

Length: identify big and small.

Time: say how I know it is day or night.

2. **2d shape:** notice simple shapes and patterns in pictures, begin to categorise objects according to properties such as shape, colour or size.
3. **Puzzles:** complete a 16 piece puzzle
4. **Construction:** use a duplo and wooden blocks to make a tower, access a variety of construction materials

- **My journey through time....**


1. **People around me:** copy everyday actions and events from my own family background, modelling making and pretending to make tea in pretend play.
2. **Past and Present:** remember and talk about important events that I have been to
3. **Famous people:** people who help us in our community - *visitors*

- **My journey through learning how people across the world live....**

1. **Local:** notice detailed features of objects in my environment.
2. **Culture:** enjoy playing with small world models such as a farm, a garage, or a train track.
3. **Art, design, construction and role play, similarities and differences:** handle objects and artefacts from different countries
dress up and role play in clothes from different countries that are different from my own,
create art inspired by other countries,
use different materials to explore, create and replicate different monuments across the world.
4. **Food: try:** a variety of fresh fruit and vegetables and a variety of snacks.
5. **Cook:** *bread, cakes, biscuits, fruit salad, other recipes based on children's interest.*

- **My journey through nature....**

1. **Vocabulary:** explore the natural world around me, using my senses and drawing pictures of animals and plants,
use and find new words to describe what I can see, feel, hear, touch, smell and taste in the



world outside.

2. **Similarities and differences:** tell you some things that are the same and some things that are different in the natural world around me and other different places I have seen or read about in class:
3. **Seasons and weather:** tell you what happens outside when there is a new season:
4. **Gardening: I know how to plant seeds and how to make my seed grow. I will grow:** sun flowers, green bean, cress, seasonal flowers.
5. **Knowledge:** Identify and name some flowers and birds around our school

- **My journey through art....**


1. **Drawing:** begin to use representation to communicate, eg drawing a line and saying 'That's me.'
2. **Paint:** experiment with blocks, colours and marks, explore colours.
3. **Design and make:** know what I want to make, inside or outside
4. **Critique:** tell you about my creation
5. **Digital art:** take photographs with an i-pad.
6. **Materials:** use paint, crayons, chalks, felt tips, pencils, glue and a variety of papers

- **My journey through performing....**

1. **Singing:** Join in favourite songs.
2. **Performing:** create sounds by banging, shaking, tapping or blowing.
3. **Imagination:** make - believe by pretending, engage in imaginative role play based on first hand experiences, create movement in response to music.
4. **Voice:** make a loud noise and a quiet noise with my voice.

Implementation

1. Carefully plan purposeful learning opportunities that challenge young learners, developing the Characteristics of Effective Learning - use vocabulary such as: resilience, challenge, building learning powers, the learning pit, think again, is there another way of doing this, how could my friend help me? What if...I wonder...what might happen...let's see/test it/try it out! Build on prior learning and interests of the learner.
2. Plan a sequence of skills progression, experiences, visits, visitors and banks of knowledge through PS1, PS2 and Reception.
3. Plan clearly defined areas of inspiring, relevant, open ended continuous provision and resources, encompassing all areas of the ELGs to enable young learners to extend their learning, play, vocabulary, imagination, co-operation and thinking.
4. Ensure all practitioners are clear on the objectives, implementation, key vocabulary and the importance of developing positive relationships with everyone in the setting, modelling respectful behaviour and language at all times. All practitioners to recognise and nurture each child as unique and individual, understanding their interests and personalities. Regular weekly liaison meetings, dialogue between colleagues and EYFS meetings within our setting will ensure constant reflection.
5. Provide opportunities for constant interaction with the main school and the onsite Pre-School in order to develop learning opportunities and to ensure all young learners experience feeling happy, safe and secure as part of a community.
6. Plan “inspiring, dazzle me” opportunities to enhance learning: visitors, trips, resources, themed days, dressing up, joint day with ps year 2 to share learning and experiences.
7. Engage ALL parents and families through: 2 or 3 blogs written weekly, encourage open communication by always being friendly, approachable and present at the beginning and end of each day, parent consultation evenings, offering opportunities to meet parents or carers outside of these evenings, email dialogue, weekly letter, termly Parent Information Session, weekly home



learning, the use of wows for parents to share what their child has achieved at home and then celebrated in class, extra meetings with families of children with SEND and offering support and direction involving outside agencies, providing annual school report, organising social events to enable smooth transition into Reception and encouraging families to become part of the wider school community.

Inspire and Dazzle

Firing curiosity, excitement, awe and wonder. Sprinkling that little bit of magic.

Providing extraordinary experiences.

Weaving a tapestry of magical memories.

Creating smiles and laughter.

No year is the same...follow our blog to discover the inspiring and dazzling opportunities skillfully planned on a weekly basis.

Pre-School - Year Two

Key Contact - Pre-School Leader - Mrs Julia Nineham

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Pre-School - Year Two

Intent

Achieve GLD in all Early Learning Goals:

Prime ELGs: Listening and attention, understanding, speaking, moving and handling, health and self care, making relationships, self confidence and self awareness, managing feelings and behaviour.

Specific ELGs: Reading, writing, numbers, space, shape and measures, people and communities, the world, technology, exploring and using media and materials, being imaginative.

Priorities:

Oracy - increased exposure to rich vocabulary, especially focusing on disadvantaged pupils.

Disadvantaged Pupils - Prioritise exposure to stories for disadvantaged pupils.



Impact

Impact at the end of Pre - School
Year 2 = progression of skills to
achieve.

Prime Areas

"I am 4 and I can..."

Skills progression from Pre School 1

- **My journey through listening....**

1. listen to stories with increasing attention.
2. join in with repeated refrains and guess key events and phrases in rhymes and stories.
3. nearly understand 'why' and 'how' questions
4. show you what 'under', 'on top', 'behind' mean with an action or by choosing a picture.
5. respond to instructions involving a two part sequence.

- **My journey through understanding....**

1. show understanding of prepositions such as under, on top, behind by carrying out an action.
2. begin to understand why and how questions.
3. respond to instructions involving a 2 part sequence.

- **My journey through speaking....**


1. begin to use more complex sentences to link thoughts(e.g.using and, because)
2. use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
3. ask questions about why things happen and give explanations e.g. who, what, when, how.
4. build up vocabulary that reflects the breadth of my experiences.

- **My journey through movement....**

1. mount stairs, steps or climbing equipment using alternative feet.
2. run skillfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.
3. enjoy having a go on the balance bikes.
4. stand momentarily on one foot when shown.
5. catch a large ball.
6. draw lines and circles using gross motor movements.

- **My journey through using my hands and fingers....**

1. use a variety of one-handed tools and equipment, e.g. scissors, knives and screwdrivers

- 
2. hold a pencil between thumb and two fingers, no longer using whole hand grasp.
 3. copy some letters, e.g. letters from their name.
 4. use my hands and fingers to put on my coat
 5. put on my own shoes and do the velcro up.

- **My journey through my feelings....**

1. be aware of my own feelings, and know that some actions and words can hurt others feelings.
2. begin to accept the needs of others, take turns and share resources
3. usually adapt my behaviour to different events, social situations and changes in routine.
4. be confident in social situations.
5. show confidence to talk in a group.

- **My journey through building Relationships....**

1. **Playing and working together:** play in a group, extending and elaborating play ideas, e.g. building up a role play activity with other children, keep play going by responding to what others are saying or doing, play alongside other children who are engaged in the same theme.
2. **Making friends:** demonstrate friendly behaviour, initiate conversations and form good relationships with peers and familiar adults

- **My journey through looking after myself....**

1. **Getting ready:** gain more bowel and bladder control and can attend to toileting needs most of the time myself, put on and take off my coat, wash my hands with soap, put on and take off my shoes and am usually dry and clean during the day. Wash hands with soap and water
2. **Eating:** enjoy a variety of different foods at snack time, begin to use a knife and confidently use a fork and spoon.
3. **Choices:** be aware of the boundaries set, and the behavioural expectations in the setting, understand that equipment and tools have to be used safely, enjoy the responsibility of carrying out small tasks.
4. **Exercise:** tell you if I am out of breath when I am running, notice a change in my pulse and understand that this is different when we exercise.
5. **Relax:** enjoy cosmic Kids yoga


Impact at the end of Pre-School
year 1 = progression of skills to
achieve...

Specific Areas

"I am 4 and I can....."

- **My journey through understanding and enjoying books....**
 1. enjoy rhyming and show awareness of rhyme and alliteration.
 2. suggest how a story might end.
 3. listen to stories with increasing attention.
 4. describe main story setting, events and principle characters.
 5. recognise familiar words and signs such as my own name.
 6. enjoy an increasing range of books.
 7. Tell you 3 authors and at least 2 of their books
- **My journey through learning to read....**
 1. I know some sounds of letters.
- **My journey through learning to write....**
 1. give meaning to marks as I draw and paint.
 2. hold a pencil between thumb and two fingers, no longer using whole hand grasp.
 3. Write: *copy some letters, e.g. letters from their name.*
- **My journey through numbers....**
 1. **understand numbers to 5:** tell you that numbers identify how many objects are in a set, begin to represent numbers using fingers, make marks on paper or pictures, show curiosity about numbers by offering comments or asking questions, show an interest in number problems, show an interest in numerals in the environment, count up to three or four objects by saying one number name for each item, counts objects to 5, select the correct numeral to represent 1 to 5, touch each object as I count, see up to 3 without counting.
 2. **Learn 7 number based nursery rhymes and songs.**
 3. **Patterns:** Continue a pattern and have a go at making my own pattern
 4. **Games:** *A variety of number games*

- **My journey through shape and measure....**
 - Measure:** tell you what to use to measure an object.
 - Volume:** explore pouring, tipping, filling, emptying with sand and water and various toys. Introduce full and half full language
 - Weight:** explore using scales with a variety of objects, explore how to make the scales balance, use heavier and lighter language
 - Length:** order 3 objects in length order
 - Time:** use language related time e.g we have lunch at 12.00 clock
- 1. **2d shape:** show an interest in shape and space by playing with shapes or making arrangements with objects, show interest in shape by sustained construction activity or by talking about shapes or arrangements, show an interest in shapes in the environment, use shapes appropriately for tasks, begin to talk about the shapes of everyday objects, e.g. 'round' and 'tall', begin to use mathematical names for 2D shapes.
- 2. **3d shape:** begin to name some 3d shapes and know that 3d shapes are solids and 2d shapes are flat.
- 3. **Puzzles:** complete 25 piece puzzle
- 4. **Construction:** use a variety of construction materials to make enclosures and creating spaces.
- **My journey through time....**
 - 1. **People around me:** recognise and describe special times or events for family or friends, show interest in different occupations and ways of life.
 - 2. **Past and Present:** enjoy joining in with family customs and routines.
 - 3. **Famous people:**
- **My journey through learning how people across the world live....**
 - 1. **Local:** comment and ask questions about aspects of my familiar world such as the place where I live or the natural world.
 - 2. **Culture:** explore different cultures within my class
 - 3. **Similarities and differences:** explain how some things are the same and some things are different from how we live in this country and how people live in other countries: I learned about this from stories, information books, maps and visitors.

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4. **Food:** *pizza, pasta, fruit cake, sandwiches, cheese on toast, soup, courgette and chocolate cakes, apple muffins, biscuits.*
 5. **Art, design, construction and role play:** handle objects and artefacts from different countries, dress up and role play in clothes from different countries and that are different from our own and create art inspired by other countries, use different materials to explore, create and replicate different monuments across the world.

- **My journey through nature....**

1. **Vocabulary:** explore the natural world around me, using my senses and drawing pictures of animals and plants, use and find new words to describe what I can see, feel, hear, touch, smell and taste in the world outside.
2. **Similarities and differences:** talk about some of the things I have observed such as plants, animals, natural and found objects, develop an understanding of growth, decay and changes over time e.g egg hatching, frog spawn, flowers and show care and concern for the living things and the environment.
3. **Seasons and weather:** explore the change of seasons Autumn, Spring and Summer e.g. bulbs, weather changes, leaves, snow, seeds, sunshine, shadows, rain, wind.
4. **Gardening:** grow vegetables with help.
5. **Knowledge:** care for animals with adult support: *chickens and guinea pigs - what they eat, how to keep them clean, how to hold them.*

- **My journey through art....**

1. **Drawing:** understand that I can use lines to enclose a space, and then begin to use these shapes to represent objects.
2. **Paint:** explore colours and how colours can be changed.
3. **Design and make:** use various construction kits e.g. duplo, stickle brick, lego, wood blocks, popids, mega blocks, use large outdoor construction materials e.g. planks, crates, tyres, baskets, begin to build models with junk modeling, begin to construct vertically and make enclosures and create spaces, join construction together to build and balance,

Implementation

construct with a purpose in mind.

4. **Critique:** talk about my model and how I made it, think about how I could adapt my model.
5. **Digital art:** take a picture using the ipad. Use Purple Mash to colour in a chosen picture
6. **Materials:** use a choice of playdough, salt dough, chalk, pencils, felt tips, watercolours, paint.

- **My journey through performing....**

1. **Singing:** enjoy joining in with ring games and dancing, sing a few familiar songs.
2. **Performing:** imitate movement in response to music, explore and learn how sounds can be changed using instruments.
3. **Imagination:** notice what adults do, imitate what is observed and then do it spontaneously when the adult is not there, engage in imaginative role play based on my own first hand experiences, build stories around toys, e.g. farm animals needing rescue from 'cliff', use available resources to create props to support role play.
4. **Voice:** change my voice e.g. loud , quiet, squeaky, high, low.

1. Carefully plan purposeful learning opportunities that challenge young learners, developing the Characteristics of Effective Learning - use vocabulary such as: resilience, challenge, building learning powers, the learning pit, think again, is there another way of doing this, how could my friend help me? What if.....I wonder.....what might happen.....let's see/test it/try it out! Build on prior learning and interests of the learner.
2. Plan clearly defined areas of inspiring, relevant, open ended continuous provision and resources, encompassing all areas of the ELGs to enable young learners to extend their learning, play, vocabulary, imagination, co-operation and thinking.
3. Ensure all practitioners are clear on the objectives, implementation, key vocabulary and the importance of developing positive relationships with everyone in the setting, modelling respectful behaviour and language at all times. All practitioners to recognise and nurture each child as unique and individual, understanding their interests and personalities. Regular weekly

liaison meetings, dialogue between colleagues and EYFS meetings within our setting will ensure constant reflection.

4. Provide opportunities for constant interaction with the main school and the onsite Pre-School in order to develop learning opportunities and to ensure all young learners experience feeling happy, safe and secure as part of a community.
5. Plan “inspiring, dazzle me” opportunities to enhance learning: visitors, trips, resources, themed days, dressing up, assemblies.....
6. Engage ALL parents and families through: 2 or 3 blogs written weekly, encourage open communication by always being friendly, approachable and present at the beginning and end of each day, parent consultation evenings, offering opportunities to meet parents or carers outside of these evenings, email dialogue, weekly letter, termly Parent Information Session, weekly home learning, the use of wows for parents to share what their child has achieved at home and then celebrated in class, extra meetings with families of children with SEND and offering support and direction involving outside agencies, providing annual school report, organising social events to enable smooth transition into Reception and encouraging families to become part of the wider school community.

Inspire and Dazzle

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Weaving a tapestry of magical memories.

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No year is the same...follow our blog to discover the inspiring and dazzling opportunities skillfully planned on a weekly basis.

Reception

Key Contact - EYFS Leader - Mrs Sam Johnson

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Reception

Intent

Achieve GLD in all Early Learning Goals:

Prime ELGs: Listening, Speaking, Gross Motor Skills, Fine Motor Skills, Self-Regulation, Managing Self, Building Relationships

Specific ELGs: Comprehension, Word Reading, Writing, Number, Numerical Patterns, Past and Present, People, Culture and Communities, The Natural World, Creating with Materials, Performing.

Priorities:

Oracy - increased exposure to rich vocabulary, especially focusing on disadvantaged pupils.

Disadvantaged Pupils - Prioritise exposure to stories for disadvantaged pupils.



Impact

**Impact at the end of Reception
= progression of skills to
achieve ELGs**

Prime Areas

“I am 5 and I can.....”

Skills progression from Pre School 1 and Pre School 2

- **My journey through listening....**


1. listen to a story without pictures, using my imagination to see the characters and pictures.
2. listen to someone else and ask them questions about what they have said or build on their ideas.
3. listen to my friends, exploring ideas together and working as part of a team to enjoy role play, playing board games, constructing and solving problems that arise. (converse)
4. listen to, learn and repeat nursery rhymes.
5. listen to different kinds of music and talk about which ones I like why and how: classic, pop, opera, dance.

- **My journey through speaking....**

1. talk in groups or with a friend, telling them my ideas and using new words.
2. tell you why I think things might happen, using new words from books, rhymes and poems.
3. tell you my ideas using full sentences, sometimes with help from my teacher.
4. use new vocabulary to describe objects.
5. recite nursery rhymes and sing songs

- **My journey through movement....**

1. ride a balance bike confidently and begin to ride a pedal bike, navigating around objects and taking risks to ride down slopes and stopping safely.
2. climb to the highest point of the climbing frame and jump off, landing on two feet.
3. copy a sequence of moves to music and add my own moves in time to the music.
4. throw, catch and bounce a basketball or football with two hands, progressing to one hand and with aim and control.
5. aim, kick, stop and pass a football.
6. discover different ways to move from one point to another using various apparatus and exploring balance.

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- **My journey through using my hands and fingers....**
 1. sew using binca, felt and buttons.
 2. use a screw-driver, spanner and a hammer with accuracy.
 3. tie knots with string or rope to join things together.
 4. complete a 100 piece puzzle.
 5. explore playing different musical instruments like the piano, ukelele, percussion.
 6. use a knife to chop when cooking, crack an egg, stir and mix ingredients together, sieve and whisk.
 7. use my fingers to do up my shoes and fasten my coat.
 - **My journey through my feelings....**
 1. describe how I am feeling and how other people are feeling.
 2. calm down or cheer someone else up without help.
 3. do anything if I try hard....try, try and try again.
 4. listen carefully to adults in school and follow all the things they ask me to do.
 - **My journey through building Relationships....**
 1. **Playing and working together:** share and take turns with my friends, make up and play a game with friends that has rules.
 2. **Making friends:** ask to join in games, invite others to join in my game, ask questions to find out information about my friend, tell them how I feel, notice if my friends and other people need something and I will help them, talk respectfully to others.
 - **My journey through looking after myself....**
 1. **Getting ready:** dress myself for school, for PE and for bed, choose the right clothes and shoes depending on the weather, put my coat, shoes, hats, gloves and scarves on and do the fastenings, brush my hair, wash my hands with soap and water, brush my teeth and tell you why this is important.
 2. **Eating:** tell you why it is important to eat healthy food and drink, eat at least 2 pieces of fruit or vegetables in school each day,

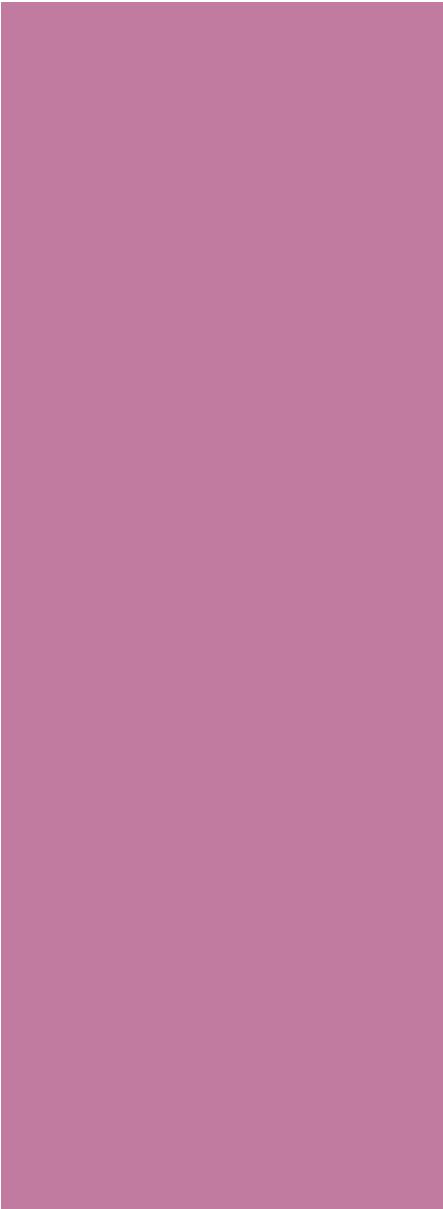
**Impact at the end of Reception
= progression of skills to
achieve ELGs.**

Specific Areas

“I am 5 and I can.....”

peel fruit skin by myself, try new food and eat what is on my plate.

3. **Choices:** tell you why we have rules and how to make the right choices, follow the class rules and know what a consequence is, be able to say “no” or “stop” if you don’t like what someone is doing and also listening if someone says it to me.
 4. **Exercise:** tell you why it is good to exercise and what it does to your body.
 5. **Relax:** try a new hobby, know how to be calm, quiet and relax, share a story before bedtime, learn yoga, learn how to be mindful and meditate.
- **My journey through understanding and enjoying books....**
 1. tell a story that I have heard with my own words and new words.
 2. guess things that are going to happen next in stories, non-fiction, rhymes and poems.
 3. use the new words I have learned when I talk about stories, non-fiction, rhymes and poems and during role-play.
 4. ask questions about stories.
 5. read and share my favourite books as many times as I like.
 6. read when and where I like.
 7. read and share .
 8. know 5 authors and at least 3 of their books.
 - **My journey through learning to read....**
 1. say a sound for each letter in the alphabet and at least 10 digraphs.
 2. read words from my RWInc book by fred talking - “special friends, fred talk, read the word”.
 3. read red words, sentences and books from my RWInc group.
 - **My journey through learning to write....**
 1. write letters and sounds I have learned in RWInc.
 2. use fred fingers to help me spell words and write them.
 3. put finger spaces between words I write.
 4. read back what I have written.

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5. write: *my name, a short sentence with a capital letter and a full stop, use an adjective in my writing to describe something.*
 6. write: *a letter, a poem, a list, a speech bubble, a sentence, a story, a postcard, a poster.*
 7. form my letters correctly.
 8. use a tripod grip to hold a pencil, pen or crayon.
 9. write letters sitting on the line and the correct size.

- **My journey through numbers....**

1. **understand numbers to 10:** can tell you the names of numbers, numerals, their value and their position in the counting order, tell you an amount upto 5 that I can see without counting, tell you number bonds for numbers 0-5 and for 10, tell you what part part whole means.
2. **Vocabulary:** *less than, more than, fewer, fewest, bigger, biggest, estimate, add, subtract, take away, altogether*
3. **Time:** read the numbers on a clock and can say why we need to read the time and what happens at different times of the day tell you the day of the week, the date, the month and the year and can explain what these mean.
4. **Learn number based nursery rhymes and songs.**
5. **Patterns:** tell you doubles up to 5+5, compare and sort groups of objects up to 10 in lots of different ways using size and difference, explore patterns of numbers up to 10 like evens and odds.
6. **Games:** *dominos, snap, pairs, the bus stop game, snakes and ladders, hopscotch, what's the time Mr. Wolf and other board games.*

- **My journey through shape and measure....**

1. **Measure:**

Volume: sand and water: use different materials to fill a container $\frac{1}{4}$ full, $\frac{1}{2}$ full and $\frac{3}{4}$ full and pour out $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$: sand, mud, flour, lentils, rice, pasta, water, slime, use different materials to fill a container $\frac{1}{3}$ full and $\frac{2}{3}$ full and pour out $\frac{1}{3}$ and $\frac{2}{3}$: sand, mud, flour,



lentils, rice, pasta, water and slime.

Weight: estimate which containers will be heavier or lighter or will have more or less in - decide how to compare them (scales, hands, counting)

Length: use a ruler or tape measure accurately.

Time: use a stop-watch or sand timer in a game or to test.

2. **2d shape:** tell you what a regular pentagon, hexagon and octagon look like, how I know that and can use them to make a repeating pattern with 3 or more different shapes in.
3. **3d shape:** describe the difference between 2d and 3d and can spot 3d shapes in everyday objects, select which 3d shapes I would need to accurately construct something and tell you why I chose them.
4. **Puzzles:** complete a 100 piece jigsaw puzzle.
5. **Construction:** use lego, wooden blocks, duplo, loose parts, large outdoor materials and junk modelling to build: *a castle, a boat, a trap, a house, a container for different sized objects, a vehicle to transport a particular object*

- **My journey through time....**

1. **People around me:** talk about how people around me live and what jobs and hobbies they do and how this has inspired me: *visitors - parents and people from the community.*
2. **Past and Present:** tell you about what the past means and what I have learned in class about how things are the same or different now: *visit Dorset County Museum, Maiden Castle, the Roman Town House, the Beach/Jurassic Coast*
3. **Famous people:** tell you about some important stories and people from the past that we have learned about in class: *Queen Victoria, Queen Elizabeth II, Mary Anning, Jesus*

- **My journey through learning how people across the world live....**

1. **Local:** describe where I live and my local area using what I can see with my eyes, chatting with others, stories, information books, maps and local walks: *visit St. Marys Church, Maiden Castle, Thorncombe Woods, another school in Dorchester, Borough Gardens, Mosque.*
2. **Culture:** tell you about some similarities and differences between different religious and cultural communities in this country because it is part of my family life or I have learned

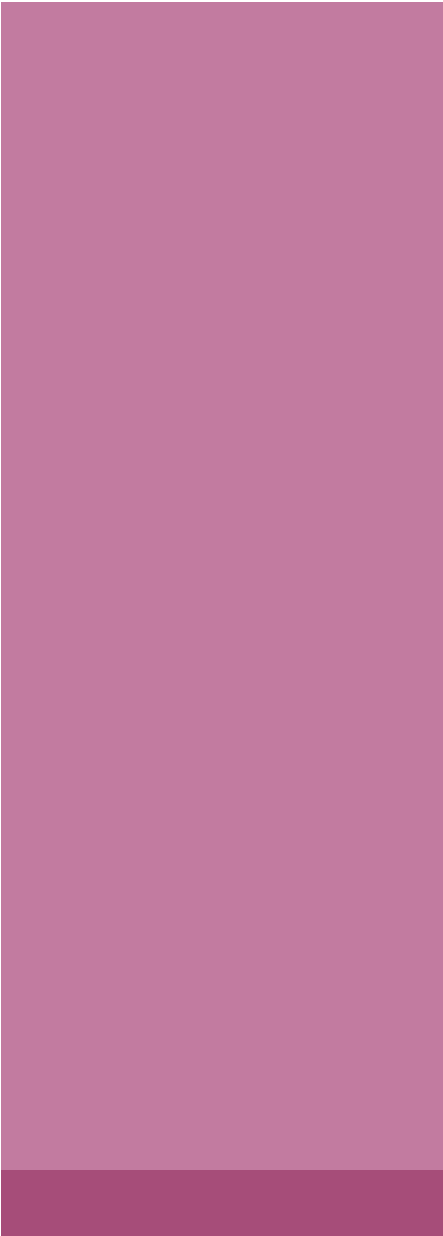
about it in class: *visitors - various families within the school and community.*

3. **Similarities and differences:** explain how some things are the same and some things are different from how we live in this country and how people live in other countries: I learned about this from stories, information books, maps and visitors.
4. **Food: try:** from different cultures: India, Africa, Greece, Spain, China, UK.
cook: food from different cultures: India, Spain, France, China and UK.
5. **Art, design, construction and role play:** handle objects and artefacts from different countries: India and Africa, dress up and role play in clothes from different countries and that are different from our own: India and Africa, create art inspired by other countries, use different materials to explore, create and replicate different monuments across the world: *London Bridge, Buckingham Palace, the Pyramids, Taj Mahal, the Great Wall of China, the Eiffel Tower, the Sagrada Familia and the River Nile using: sand, water, mud, clay, playdough, inside and outside construction, junk modelling and paint.*

- **My journey through nature....**

1. **Vocabulary:** explore the natural world around me, using my senses and drawing pictures of animals and plants, use and find new words to describe what I can see, feel, hear, touch, smell and taste in the world outside.
2. **Similarities and differences:** tell you some things that are the same and some things that are different in the natural world around me and other different places I have seen or read about in class: *nocturnal, hibernate, prey, predator, carnivore, omnivore, herbivore*
3. **Seasons and weather:** tell you what happens outside when there is a new season: *Where do puddles go? Why? Why don't all clouds rain? How can it be sunny and cold? Where have the animals and birds gone and why? Why are the trees a different colour and why are the leaves falling off some trees and not others? What is*
4. **Gardening:** Grow vegetables and take responsibility for looking after them by ourselves
5. **Knowledge:** Identify and name some trees, plants and birds around our school: *daffodil, snow-drop, cowslip, lavender, starling.....*

- **My journey through art....**

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1. **Drawing:** use pencil to draw objects with increasing detail: *buildings with turrets, towers, different shaped windows and doors, clock towers, people including detail such as ears, eye brows, eye lashes, lips, glasses, hats and jewellery and different hair types.*
 2. **Paint:** tell you the primary and secondary colours, know how to mix colours and make them lighter or darker, paint using appropriate colour and utensil, tell the difference between water-colour and poster paint
 3. **Design and make:** plan a design, think about what texture it should be, think about what materials and medium to use, think about the size and shape and what I want my design to do.
 4. **Critique:** share what I have made with my class and tell them how I created it and why, Tell you 5 artists and tell you what I think about their work: *Monet, Klimt, Rouso, Pollock*
 5. **Digital art:** take photographs with an i-pad and change the filter: *a pink flower, a face showing an emotion, something green, an insect, something of your choice.* use a digital device to create a picture: *the Queen, a Spring scene.....*
 6. **Materials:** use and know the difference between chalk, charcoal and oil pastel, clay and playdough.

- **My journey through performing....**


1. **Singing:** recite different nursery rhymes and songs and singing them on my own or with a group in tune and time.
2. **Performing:** songs, rhymes, poems and stories with my friends, and move in time with music on a stage and in front of an audience: *nativity, class assemblies in front of large audiences, harvest, in class.....*
3. **Imagination:** to make up, change and retell narratives and stories with my friends and my teacher, use objects and materials from the dressing up box when role-playing characters.
4. **Voice:** change my voice to suit a character and change my volume depending on where I am performing.

1. Carefully plan purposeful learning opportunities that challenge young learners, developing the

Implementation

Characteristics of Effective Learning - use vocabulary such as: resilience, challenge, building learning powers, the learning pit, think again, is there another way of doing this, how could my friend help me? What if.....I wonder.....what might happen.....let's see/test it/try it out! Build on prior learning and interests of the learner.

2. Plan a sequence of skills progression, experiences, visits, visitors and banks of knowledge through PS1, PS2 and Reception.
3. Plan clearly defined areas of inspiring, relevant, open ended continuous provision and resources, encompassing all areas of the ELGs to enable young learners to extend their learning, play, vocabulary, imagination, co-operation and thinking.
4. Ensure all practitioners are clear on the objectives, implementation, key vocabulary and the importance of developing positive relationships with everyone in the setting, modelling respectful behaviour and language at all times. All practitioners to recognise and nurture each child as unique and individual, understanding their interests and personalities. Regular weekly liaison meetings, dialogue between colleagues and EYFS meetings within our setting will ensure constant reflection.
5. Provide opportunities for constant interaction with the main school and the onsite Pre-School in order to develop learning opportunities and to ensure all young learners experience feeling happy, safe and secure as part of a community.
6. Plan “inspiring, dazzle me” opportunities to enhance learning: visitors, trips, resources, themed days, dressing up, assemblies.....
7. Engage ALL parents and families through: 2 or 3 blogs written weekly, encourage open communication by always being friendly, approachable and present at the beginning and end of each day, parent consultation evenings, offering opportunities to meet parents or carers outside of these evenings, email dialogue, weekly letter, termly Parent Information Session, weekly home learning, the use of wows for parents to share what their child has achieved at home and then celebrated in class, extra meetings with families of children with SEND and offering support and



direction involving outside agencies, providing annual school report, organising social events to enable smooth transition into Reception and encouraging families to become part of the wider school community.

Inspire and Dazzle

Firing curiosity, excitement, awe and wonder. Sprinkling that little bit of magic.

Providing extraordinary experiences.

Weaving a tapestry of magical memories.

Creating smiles and laughter.

No year is the same...follow our blog to discover the inspiring and dazzling opportunities skillfully planned on a weekly basis.

Appendix A - Curriculum Bank

Bank of Songs and Nursery Rhymes, Stories and Experiences Children will know by the end of the EYFS at The Prince of Wales School.

	PS1	PS2	Reception
Songs Nursery Rhymes and Poems	<p>Nursery Rhymes and Poems: <i>Incy Wincy Spider, The Wheels on the Bus, Humpty Dumpty, Twinkle twinkle little star, Baa Baa Black Sheep, Polly Put the Kettle On, Miss Polly, The Grand Old Duke of York, Jack and Jill, Pat a cake.</i></p> <p>Maths: <i>One Little Finger, 5 Little Ducks, 5 Little Monkeys Jumping on the Bed, One Potato, Two Potato, 5 Little Peas in a Pea Pod.</i></p> <p>Christmas Songs: <i>When Santa got stuck up the chimney, We wish you a merry Christmas, Christmas pudding.</i></p> <p>Other Songs: <i>Wind the Bobbin Up, Ring a Ring of Roses, Heads Shoulders Knees and Toes, Sleeping Bunnies, Bananas Bananas clap.</i></p>	<p>Nursery Rhymes and Poems: <i>Hickory Dickory Dock, Zoom Zoom We are Going to the Moon, Twinkle Twinkle Chocolate Bar, Alice the camel, Old Mac Donald, Round and Round the Garden, Row Row Your Boat, Tom Thumb, This Old Man.</i></p> <p>Maths: <i>5 Green and Speckled Frogs, 5 Little Men in a Flying Saucer, 1,2,3,4,5 Once I Caught a Fish, 5 Little Monkeys swinging in the tree, 5 hot cross buns, number 1 number 1, 5 lollies,</i></p> <p>Christmas Songs: <i>It was on a Starry Night, Jingle Bells.</i></p> <p>Other Songs: <i>Dingle Dangle Scarecrow, I'm Driving in My Car, Little Red Jeep, If You're Happy and You Know It, a Hedgehog is Very Prickly, Bingo Jamaquack.</i></p>	<p>Nursery Rhymes and Poems: <i>I'm a Little Teapot, Pussy Cat Pussy Cat Where Have You Been, The Owl and The Pussy Cat, Mary Mary Quite Contrary, Mary had a Little Lamb, London Bridge is Falling Down, London's Burning, Doctor Foster, Old Mother Hubbard, I Hear Thunder, It's Raining it's Pouring.</i></p> <p>Maths: <i>There Were 10 in The Bed, 10 Green Bottles, 5 Little Ducks Went Swimming One Day, Herman The Worm, Goldilocks, Doubling Machine</i></p> <p>Christmas Songs: <i>Away in a Manger, Jingle Bells, Starry Night, Little Donkey, Rudolph</i></p> <p>Other Songs: <i>Animal Fair, I Climbed Aboard a Pirate Ship, Little Green Frog, Cauliflowers Fluffy, Great Day, Turn on the Tap & Little Red Riding Hood (BBC Songs).</i></p>

Stories	<p>Autumn Term 1 Michael Rosen: <i>We're going on a Bear Hunt, The bear in the cave.</i></p> <p>Autumn Term 2 Julia Donaldson: <i>Room on the Broom, The Gruffalo.</i></p> <p>Spring Term 1 Jill Murphy: <i>Whatever Next, Peace at Last.</i></p> <p>Spring Term 2 Eric Carle <i>The Hungry Caterpillar</i></p> <p>Summer 1 Traditional Tales: <i>Goldilocks, Cinderella.</i></p> <p>Summer 2 - Rod Campbell - <i>Dear Zoo</i></p> <p>Possible other selections: Martin Waddell <i>Owl Babies</i> David McKee <i>Elmer</i> Some selections will be from children's interests.</p>	<p>Autumn Term 1 Nick Sharratt: <i>Shark in the Park</i></p> <p>Julia Donaldson: <i>StickMan</i></p> <p>Autumn Term 2 Julia Donaldson: <i>Spinderella,</i></p> <p>Janet and Allan Ahlberg: <i>The Jolly Postman, The Jolly Pocket Postman</i></p> <p>Spring Term 1 Traditional Tales: <i>Gingerbread Man, The Three little pigs</i></p> <p>Spring Term 2 Nick Sharrant: <i>Stomp Chomp.</i></p> <p>Summer 1 Traditional Tales: <i>Jack and the Beanstalk.</i></p> <p>Summer 2 Janet and Allan Ahlberg: <i>Starting School</i></p>	<p>Autumn Term 1 Shirley Hughes: <i>Dogger, Alfie's Feet, Alfie and the Birthday Surprise</i></p> <p>Autumn Term 2 John Burningham: <i>Mr. Grumpy's Outing, The Magic Bed, Come Away from the Water Shirley</i></p> <p>Spring Term 1 Julia Donaldson: <i>The Snail and The Whale, The Smartest Giant in Town, Highway Rat</i></p> <p>Spring Term 2 Beatrix Potter: <i>The Tale of Peter Rabbit, The Tale of Jemima Puddle - Duck, The Tale of Mrs. Tiggy - Winkle</i></p> <p>Summer Term 1 Traditional Tales: <i>Little Red Riding Hood, The Little Red Hen, The Enormous Turnip, Hansel and Gretel, Rumpelstiltskin.</i></p> <p>Summer Term 2 Roald Dahl: <i>The Twits, The Magic Finger, The Enormous Crocodile.</i></p>
Experiences	<p>Health and Fitness: <i>use feet by pushing on trikes, throw and kick a ball, move in a range of ways, yoga, obstacle courses, climb on to the climbing frame, able to run and stop safely.</i></p> <p>Reading: <i>dress up like a character from a book, listen to a story with increasing attention, choose my own book. Read and share a story with a peer, a pop up book, a touch and feel book, a nursery</i></p>	<p>Health and Fitness: <i>ride a trike, have a go on a balance bike, catch a ball, joining in with group games, moving with control and negotiating obstacles</i></p> <p>Reading: <i>choose my own book, show my favourite story to my friend, read my favourite book as often as I like, read to my toys, have a story read to me, snuggle up with a book, visit a library, act out a</i></p>	<p>Health and Fitness: <i>run a mile, ride a balance bike, skip with a rope, play a ball game with 2 or more people, be out of breath at least once a day, know how to be calm and relax and say why it is important.</i></p> <p>Reading: <i>buy a book, read with a torch, read to a friend, read to a teddy, read in bed, read on the beach, read outside, read</i></p>

	<p><i>rhyme book.</i></p> <p><i>Use puppets to recreate a story.</i></p> <p>Visits: Autumn Term: Will confidently visit all areas of the school grounds: animals, reception, field, woods, play areas etc. Will go to at least one whole school event before the end of year one.</p> <p>Visit to the park opposite school</p> <p>Cooking: bread, cakes, biscuits, fruit salad, other recipes based on children's interest.</p> <p>Tasting: A variety of fresh fruit and vegetables and a variety of snacks.</p> <p>Gardening: Sun flowers, green beans, cress, seasonal flowers.</p>	<p><i>story.</i></p> <p><i>Read and share a nursery rhyme book, a few traditional tales, a comic or magazine, a colouring book. Use puppets to recreate a story</i></p> <p>Visits:</p> <p>Autumn Term: Thorncombe woods, Poundbury garden centre, Post box, St Mary's Church</p> <p>Spring Term: Library</p> <p>Summer Term: Maiden castle farm, Beach</p> <p>Cooking: <i>pizza, pasta, fruit cake, sandwiches, cheese on toast, soup, courgette and chocolate cakes, apple muffins, biscuits.</i></p> <p>Tasting: A variety of fresh fruit and vegetables and a variety of snacks.</p> <p>Gardening: <i>tomatoes, potatoes, courgette, strawberries</i></p>	<p><i>in a funny place.</i></p> <p><i>Read and share a comic, a magazine, a joke book, an information book, more than one book by the same author.</i></p> <p>Visits:</p> <p>Autumn Term: <i>St. Marys Church, Thorncombe Woods</i></p> <p>Spring Term: <i>another school in Dorchester, Borough Gardens the Mosque, Waterstones book shop.</i></p> <p>Summer Term: <i>Dorset County Museum, Maiden Castle, the Roman Town House, the Beach/Jurassic Coast.</i></p> <p>Cooking: <i>Harvest festival soup, vegetable curry, vegetable paella, vegetable stir-fry, crepes, fish cakes, tea, Victoria sandwich cake.</i></p> <p>Gardening: <i>peppers, garlic, herbs, peas and raspberries. Seasonal flowers.</i></p>
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Stronger Than Ever Before