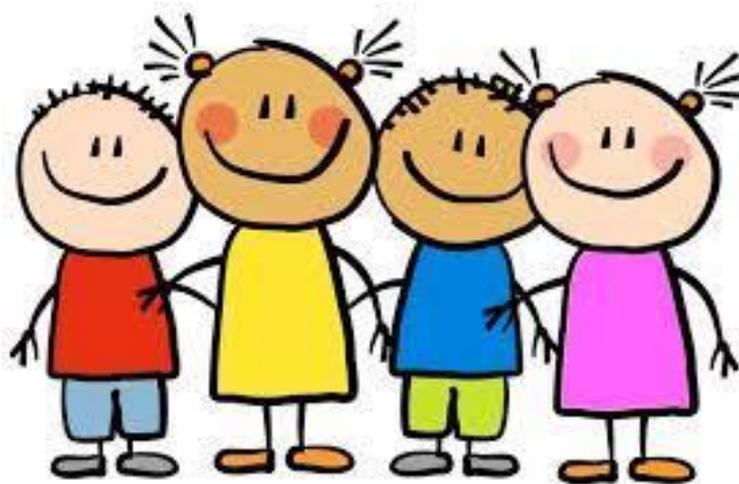




Brookside Primary School
Learn Together - Achieve Together

Brookside's
'Hoot Owl'
EYFS Curriculum



Introduction

Cooperation



Enquiry



Empathy



These key curriculum drivers (values) for our school, cooperation, empathy for others, and enquiry, thread through our planning, teaching, and learning across the whole school, It ensures that our ethos is consistent and progressive. These values prepare our pupils for modern Britain and as such, we feel that they play an important role in shaping our curriculum and approach to life at Brookside Primary School

Our EYFS Curriculum has developed to reflect our stunning environment, the seasons of the year and the nature around our school. It aims to teach the children how their environment compares to other places, cultures and nature in other parts of the world. It is therefore unique to Brookside Primary School.

Each topic planned is included in the curriculum for specific reasons and we want to ensure that all children leaving the Reception Year are ready to start our KS1 curriculum. All the topics have resources and activities planned for use in our enhanced provision. Topics are introduced with a good quality storybook or age appropriate non – fiction text. Using books in this way teaches children that books and reading form the basis of all learning.

This ambitious EYFS curriculum aims to teach all children the skills and knowledge in order that they reach the 17 Early Learning Goals described in the Early Years Foundation Stage. We teach through a range of teaching methods including child-initiated learning, whole class teaching, group teaching, the Kagan approach, and independent tasks. Many activities as possible are play-based; however, there is also a need for direct teacher-led activities to ensure children gain essential knowledge and skills from their teacher. All activities are expertly modelled, and children are given sufficient time, support and resources to repeat and practise them.

The way the teaching is planned, evolves through the Reception year. In the first half of the Autumn term, the children are observed carefully and given plenty of opportunity to show their skills and development through games and self-initiated play, then as the year progresses there is more teacher-led input especially in the mornings which focus on the teaching of Literacy and Maths.

Rainbow Curriculum



Within the Curriculum we have a 'Rainbow Curriculum'. This is the individualised provision provided in Hoot Owls to ensure that every child fulfils their full potential. It includes Motor Skills, Fine Motor, Social Skills, Speech and Language, Phonics/Maths Support, Acceleration etc

Enrichment Carousel

In Hoot Owls we strive to give the children a variety of learning experiences throughout the year including Baking, Woodwork, Gardening, Forest School/Friday Fox Club etc. We see children develop in different ways and they are challenged both mentally and physically.

Personal Social and Emotional Development

We strive to enable children to be safe, happy, confident individuals. We also encourage self-regulation as much as possible and introduce rules and boundaries through modelling good behaviour, reflection and relaxation time. Our class Badger Wall promotes positive behaviour in a clear, visual and consistent manner. We teach the children to understand their thoughts and feelings through our Restorative Stars programme which we invented here in Brookside's Reception class and which has been shared with other schools in Stockport. Restorative Stars has been developed through the use circle times, and class discussions and teaches children how to resolve disagreements and find solutions by talking and empathising with others.

Physical Development

Our stunning outdoor environment and expansive grounds enables us to make the most of the outdoors and we encourage children to play outside as much as possible. Our intention is that children learn how to take measured risks during their Continuous Provision and Forest School activities. We encourage children to learn about nature and look after their environment through weekly sessions. There is a well-established and comprehensive PE curriculum led by specialist Sports coaches. Children are taught about the importance of regular exercise and healthy eating, and are encouraged to join in with whole-school sports initiatives. They are also taught about Oral health. The children have a daily Dough Disco to strengthen their finger and hand muscles for writing and we have a Wheel of Fitness, which is spun twice a day and selects various fitness dances/moves for the class to take part in.

Communication and Language

Children are encouraged to listen and communicate appropriately. We enhance the classroom and where appropriate the outdoor area, to reflect the topic learnt. Each topic encompasses enhancements to the learning environment that may include role-play areas or small-world play to encourage the children to act out scenarios and discuss concepts being learnt. This helps children acquire and use new vocabulary introduced through the topics. Children are encouraged to ask questions and contribute to whole-class and group discussion whenever possible. Children who struggle to communicate are targeted in the provision and learning interventions are used when children lack confidence or do not have the age-appropriate skills. The children take part in a Magnificent Me and Fantastic Family presentations twice a year which helps them to develop skills for speaking in front of an audience. They also take part in a Nativity and an End of Year Show, where the children are encouraged to speak individually, sing and perform.

Reading

We aim to teach children to read and develop a love of books as soon as they arrive at Brookside Primary School. Books are used to teach topics and to enhance our whole curriculum.

We follow a systematic approach to phonics teaching through Phonics Bug. Phonics lessons are taught daily for twenty-five minutes. In addition to daily phonics, children take part in guided reading each week as a small group. Children also read individually to an adult. The children are allocated regular reading books to take home based on the phonics phase being taught.

Children are encouraged weekly to take home age-appropriate fiction/non-fiction books from the class library, and books within the library are changed each half-term to reflect the different seasons, topics taught and children's interests. Teachers read stories to children from high quality age-appropriate texts at every available opportunity. These books are used to enhance the learning environment and reading area. There is a daily Book Vote where children choose the book they would like to be read at the end of the day. Children who need extra help with phonics are given targeted intervention in the provision .

EYFS Reading Spine

Goodnight Moon

Owl Babies

The Gruffalo

Mr Grumpy's Outing

Six Dinner Sid

Mrs Armitage on Wheels

Shhhh!

Whatever Next

Farmer Duck

Rosie's Walk

On the Way Home

Writing

We introduce writing straight away through the use of a Message Centre, and we also teach handwriting alongside the phonics curriculum. Each child has a handwriting book where they are taught a pre-cursive style. Guided writing activities are also taught as a class and in groups. These include writing topic words, lists, sentences, captions and short narratives. Guided writing activities are often based on the topic being taught and the class book is often used as a basis for writing. Children are also encouraged to write in the provision in the role-play area, writing area, maths area, creative area, funky fingers and outdoors. A sensory approach is also used for some children too. The children are provided with a range of pencils, pens, and other media to encourage them to write as much as possible. We hope to inspire children to write independently after they have been introduced to writing skills in their guided writing sessions.

Mathematics

Children are taught maths via whole-class sessions, and these followed up by differentiated group work. We also use maths enhancement activities in the different areas in the classroom, including the outdoors. We follow the White Rose Maths programme as well as a Kagan approach to learning. Children who need extra help with mathematics are targeted individually, or in groups in the provision. Children are actively encouraged to problem solve and think for themselves.

Knowledge and Understanding of the World

We strive to give children knowledge about the world around them in High Lane, and the rest of the world. Science is taught mainly through our topics. For example, we observe ice in our Frozen science topic, and we investigate how ice melts and forms through real hands-on experiences. We are extremely fortunate to have a nature meadow at our school. Staff are very knowledgeable about the local wildlife and plant species, and endeavour to pass this knowledge on to children at every opportunity. We have a member of staff qualified to run Forest School . The children benefit from a half day session each week covering a variety of practical activities as well as learning to work as a team.

Geography is taught through our topics including Perfect Pandas (China), My School (local environment), Light and Dark (India) and Lyme Park (local). Similarly, we introduce the children to History learning through our Lyme Park topic when children learn what it was like to be a child from the past. For example, we look at old and new toys, houses and families. We teach RE throughout the year based on celebrations including, The Diwali story, The Christmas story and the Easter Story as well as the Chinese New Year so that children are introduced to different belief systems and cultures. We visit our local church St Thomas's and discuss the features inside/outside the building. We also cover the story of Noah's Ark.



Expressive Arts and Design

There is a rich tradition at Brookside of quality music and drama. The children have the opportunity to watch the Brass Band to see instruments and hear the sounds they make. We also want children to sing songs, make music, dance and perform. We have regular music lessons and the children take part in 2 productions during their Reception year. Children are given time to play imaginative games and make up stories, songs and dances. Our Music curriculum is specifically taught through Charanga, which is a class favourite.

In Art, the children are taught how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. We want the children to become confident and independent artists who are not afraid to express themselves as an individual. Child-initiated art activities are encouraged during continuous provision as well as art and crafts being taught by the staff. We endeavour that children leave Reception with good art skills, as well as encouraging them to use their own ideas and techniques in their art and design work. We strive to make them ready for the more formal art teaching starting in KS1 by them experiencing a range of techniques Painting, Printing, Collage, Clay, Observational drawing, and 3D Sculpture



This Curriculum has been designed specifically for our unique school, thinking about what is important to us as a community. It is always evolving and will be updated as and when necessary.

Autumn

Half Term Topic	My School and Me	Light and Dark
<p>Class reading</p> <p>Books/texts</p>	<p>The Colour Monster Pete the Cat Stories Starting School books-variety of fiction and non-fiction Giraffes can't dance</p>	<p>Christmas Story / Nativity Rama and Sita Dipal's Diwali The Jolly Postman The Owl who was afraid of the dark Five Little Owls Poem (If you should meet a crocodile)</p>
<p>Literacy</p> <p>Comprehension</p>	<p>Baseline Assessment completion Speechlink/NELI Assessments</p> <p>Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories using pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Retell stories related to events through acting/role play. Christmas letters/lists .Editing of story maps and orally retelling new stories. Poetry- rhyming Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoy an increasing range of books Non fiction focus – nocturnal animals, light and dark etc</p>

<p>Word Reading</p>	<p>Phonic Sounds: Phase 1 revision Begin Phase 2 Phonics Bug inc Phase 2 sounds, HFW and Tricky words</p> <p>Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge</p>	<p>Phonic Sounds :Phase 2 Phonics Bug inc Phase 2 sounds/HFW and Tricky words</p> <p>Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words.</p> <p>Show children how to touch each finger as they say each sound. For exception words such as ‘the’ and ‘go’ help children identify the sound that is tricky to spell.</p>
<p>Writing</p>	<p>Texts as a Stimulus: Nursery Rhymes Colour Monster- speak sentences adult scribes Giraffes cant Dance (Wishing tale) – Create an ‘I wish’ picture / make marks</p> <p>Message centre to encourage using marks to communicate</p> <p>Use speech to articulate clearly what they would like to write</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup.</p>	<p>Texts as a Stimulus: The Christmas Story Rama and Sita The Jolly Postman</p> <p>Using phonic knowledge children try to write the gifts they would like to receive on a letter to Santa, or choose a picture from catalogue and write initial sounds</p> <p>Sequence the Christmas Story- pictures or words if appropriate</p> <p>Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, Help children identify the sounds in simple word</p>

	Name writing, Labels. Captions Lists	
Maths Number Numerical Patterns	White Rose Maths Getting to know you Just like me	White Rose Maths It's Me 123! Light and Dark Consolidation
Communication and Language Listening & Attention Speaking	Settling in activities Speaking opportunities in Home Corner modelled by adult Making friends Children talking about experiences that are familiar to them Talk about feelings- Colour Monsters Circle time discussion about class rules	Develop vocabulary Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Word of the week Choose books that will develop their vocabulary. Present their Magnificent Me box to the class
Understanding the World Past and Present People, Communities and Cultures The Natural World	My school's local environment inc map My timeline- my family, me as a baby. Guess Who? Autumn season and beyond Weather ICT -Text and Multimedia	Guy Fawkes and the Gunpowder Plot Remembrance Day ICT Firework pictures 2Paint Day & Night-Nocturnal Animals Library Visit, Diwali Festival India (map,location,facts,people,environment, Frozen Unit 12 Science Church visit to St Thomas ICT-Digital Images/Sound and Music
Enrichment	Autumn Walk -High Lane Harvest Time Birthdays Mystery Guest Shine Time Magnificent Me Box Dough Disco	Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Black History Month Road Safety Anti- Bullying Week Magnificent Me Box

	Squiggle write	Dough Disco Squiggle Write Mystery Guest
<p>PSED</p> <p>Self -Regulation</p> <p>Managing Self</p> <p>Building Relationships</p>	<p>Feelings- how do the children feel at different times using Colour Monster -give examples of when they have different feelings</p> <p>I'm special- say things that they are good at! What would they like to improve at?</p> <p>Circle Time-Class rules , Friendships</p> <p>Good hygiene- teach handwashing/toileting/germs</p> <p>1 Decision- startingschool/germs</p>	<p>Keeping myself safe-Bonfire Safety/Road safety- 1 Decision</p> <p>Introduce Restorative Stars</p> <p>Fears – the dark</p> <p>Try new activities eg Forest School</p> <p>Remembrance Day- have empathy for people/animals killed or injured in war</p> <p>Anti- Bullying week- to understand what is not acceptable behaviour- how might we hurt others with words/physically?</p>
<p>PD</p> <p>Fine Motor Skills</p> <p>Gross Motor Skills</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Manipulate objects with good fine motor skills</p> <p>Draw lines and circles using gross motor movements - Squiggle write</p> <p>Hold pencil/paint brush beyond whole hand grasp</p> <p>Pencil Grip</p> <p>Cooperation games i.e. parachute games.</p> <p>Climbing – outdoor equipment</p> <p>Different ways of moving to be explored with children</p> <p>Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand</p> <p>Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.</p> <p>Ball skills- throwing and catching.</p> <p>Crates play- climbing. Skipping ropes in outside area</p> <p>dance related activities</p> <p>Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, wheelbarrows and are all good options</p>

<p>Specialist PD Teaching</p>	<p>thorough handwashing and toileting.</p> <p>Games- Throwing and catching</p> <p>Gymnastics</p>	<p>Games- Travel and Dodge</p> <p>Gymnastics</p>
<p>EAD</p> <p>Creating with Materials</p> <p>Computer</p> <p>Being Imaginative and Expressive</p>	<p>Natural Autumn Collage pictures</p> <p>Icompute- icansort. Digital images Autumn Leaves</p> <p>Charanga Music- Me</p>	<p>Diva clay pots</p> <p>Sewing- Snowman Puppets</p> <p>The Nativity Show</p> <p>Puppet theatre Nativity opportunity</p> <p>Sing and Sign Christmas songs</p>

<p>Writing</p>	<p>Read words containing digraphs and trigraphs taught</p> <p>Texts as a Stimulus: Pandas- non fiction</p> <p>CVC words / simple sentence writing using high frequency words - facts about pandas</p> <p>Labels and simple captions for a variety of Chinese objects eg wok</p> <p>Pandas – Animal Fact File – Compare two bears</p> <p>Writing some of the tricky words from Ph2 and begin to do Ph3</p> <p>Writing CVC words, using phonic knowledge to write unfamiliar words</p> <p>Guided writing based around developing short sentences in a meaningful context. Teacher modelling</p>	<p>Listen to children read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’.</p> <p>Children should not be required to use other strategies to work out words</p> <p>Texts as a Stimulus: 3 little pigs– retell parts of the story / repeated refrains / speech bubbles</p> <p>Hungry Caterpillar - Describe foods / adjectives</p> <p>Supertato- speech bubbles</p> <p>Healthy Food – how to make a fruit kebab recipe</p> <p>Creating own story boards writing captions and labels, writing simple sentences. Writing short sentences to accompany pictures, Labels and captions – life cycles Character descriptions. Supertato Write 2 sentences</p>
<p>Maths</p> <p>Number</p> <p>Numerical Patterns</p>	<p>WHITE Rose Maths Alive in 5 Growing 6.,7,8</p>	<p>White Rose Maths Build 9, 10 Consolidation</p>
<p>Communication and Language</p>	<p>Ask how and why questions... Retell a story with story language</p>	<p>Describe events in detail – time connectives</p>

<p>Listening & Attention Speaking</p> <p>Computer</p>	<p>Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs. Present their Magnificent Me box to the class</p>	<p>Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: "What colour is it? Where would you find it? Sustained focus when listening to a story Use puppets to create or retell stories Learn the language of narrative in Traditional stories Icananimate- 3 Little Pigs. Retell story through speech to animation Present their Magnificent Me Box to the class</p>
<p>Understanding the World</p> <p>Past and Present People, Communities and Cultures The Natural World</p> <p>Computer</p>	<p>Lyme Park Visit- denbuilding, child history, Houses past and present My Family-the past Chinese New Year- Celebration, Pandas, Unit 9 Dough Babies, China-location,Facts about people/environment/buildings,</p>	<p>Growing plants and decay Planting seeds Life Cycles-frog/butterfly Food technology-fruit salad kebabs Growing up-stages/my body The Potting Shed Unit 1 Easter Story Oral Health Hatch Ducklings- from egg to chick! Icanpictograms- The Hungry Caterpillar</p>
<p>Enrichment</p>	<p>Pancake Day Chinese New Year Valentine's Day Internet Safety Day Lyme Park Visit Magnificent Me Box Dough Disco Squiggle Write Restorative Stars Mystery Guest Internet Safety</p>	<p>Planting seeds Easter time Mother's Day Eater Egg Hunt St George's Day Fantastic Family Box Restorative Stars Mystery Guest Dentist Visit Hatch Ducklings</p>
<p>PSED</p> <p>Self -Regulation</p>	<p>Caring for animals-endangered species eg Pandas</p>	<p>Oral hygiene- how to keep our teeth healthy. Cleaning and</p>

<p>Being Imaginative and Expressive</p> <p>Computer</p>	<p>Charanga Music-everyone</p> <p>Painting pandas and Chinese Dragons</p> <p>Food Technology- Sandwich making</p> <p>Icansequence- sandwich making</p>	<p>Charanga Music-Our world</p>
--	---	---------------------------------

<p>Understanding the World</p> <p>Past and Present</p> <p>People, Communities and Cultures</p> <p>The Natural World</p> <p>Computer/Technology</p>	<p>Minibeasts- identification and naming using new vocabulary, including parts</p> <p>Make observational drawings if Minibeasts</p> <p>Be able to talk about the differences between different Minibeasts and explain what certain features are used for.</p> <p>Compare the environment differences for some Minibeasts eg scorpion, tarantula compared to here in UK</p> <p>Recycling/litter- understand the impact this can have on the environment.</p>	<p>The Sea-sea creatures and sharks- identification and facts</p> <p>Pirates Unit 15- Science</p> <p>Seaside Places in UK and abroad- coast, beach, tourist attractions.</p> <p>Weather- which clothes are appropriate for hot/cold?</p> <p>History of the Seaside- Punch & Judy, clothing, transport etc</p> <p>Dazzle3- Under the sea pictures</p> <p>Use bee-bots on simple maps. Encourage the children to use navigational language.</p> <p>Can children differentiate between land and water on a globe/map</p> <p>Naoh's Ark Story</p> <p>Challenge- make a boat to float! Floating and sinking (DT)</p>
<p>Enrichment</p>	<p>Litter picking day</p> <p>Minibeast Hunt</p> <p>Fantastic family box</p> <p>Restorative stars</p>	<p>Pirate Day</p> <p>Sports Day</p> <p>End of year show</p>

<p>Being Imaginative and Expressive</p>	<p>Charanga Music-Big Bear Funk Food Technology- Fruit kebabs</p>	<p>Design & make a boat to float ICT Dazzle3- Under the sea pictures</p>
---	---	--