

The Merrylands EYFS Curriculum

Vision

Our vision for Early Years is to create an inclusive environment that sets the foundations of all learning through play and high-quality opportunities, whilst respecting children's cultures and celebrating diversity.

The Curriculum

At Merrylands we believe children deserve the best start to their education and in our EYFS we are committed to making the child the centre of our work. We provide a stimulating, exciting, spontaneous, 'take it where it's going and further' approach to learning. We support children to develop the confidence to have a go themselves, ask for support when they need it and develop the independence to learn by trial and error.

In EYFS we will provide opportunities for the children to:

- explore, enjoy, learn, and practice their new skills and understanding
- apply their skills in a range of contexts and for a purpose
- develop the confidence and disposition to achieve

Through these opportunities, we want our children to:

- be happy, active, independent, confident, and curious learners
- make links in their learning
- feel valued, respected, and included
- be challenged and excited with a real desire to find out more
- have a positive 'I can!' attitude

We will:

- follow the Early Years statutory Framework
- use Development Matters 2021 as our guide
- provide high quality teaching and facilitate high quality learning through our curricular goals
- provide opportunities that are both adult-led and child initiated
- deliver flexible and responsive teaching and learning
- care for and nurture each child by providing a happy, safe environment
- be reflective and responsive
- value and foster the crucial role of parents and other partners in learning in a child's journey

At Merrylands we believe that learning both indoors and outdoors is important for children to develop as an overall child. The classroom environment both indoor and outdoor will provide children with opportunities to develop in all 7 areas: Communication & Language, Personal Social and Emotional Development, Physical Development, Literacy, Maths, Understanding the World and Expressive Arts and Design.

In both Nursery and Reception, we have a different focus theme each half term to inspire, intrigue and excite the children, while giving them the opportunities they need to develop and learn. These themes provide the starting points, and they may be adapted at various points to allow children's interests to flow through the provision.

Each of the themes will have 'WOW' moments to generate excitement and really give the children an experience to remember. These include dressing up days, cooking, planting, and growing seeds and having special visitors. We endeavour to provide a breadth of experiences to the children including local walks and visits together with trips further afield.

Nursery Curriculum Themes

Autumn 1 – *Nursery Rhymes*

Autumn 2 – *Changing Seasons & Celebrations*

Spring 1 – *Time for a Story & Adventures*

Spring 2 – *Animals & Plants in Our World*

Summer 1 – *Let's Get Going...*

Summer 2 - *Summertime, Growing Up & Moving On*

Reception Curriculum Themes

Autumn 1 – *It's GOOD to be ME!*

Autumn 2 - *Celebrations*

Spring 1 – *Terrific Tales*

Spring 2 – *Adventure Above & Below the Clouds*

Summer 1 – *Growing*

Summer 2 - *Summer*

Becoming a Reader in EYFS

The most crucial part of learning to read is children must develop a passion for reading and understand the reason why we need to read. Unless they understand why they are doing it, reading becomes a chore and something to be endured rather than enjoyed.

The role of adults in Early Years:

- the adults must be seen as a positive reading role models
- children need to watch adults read for pleasure or as part of a shared activity
- the adults should read a range of fiction, non-fiction and poetry books to individuals and groups
- to consider the needs and interests of the child
- plan continuous provision activities for reading both inside and outside
- all adults must give each child the confidence to 'have a go'

We provide:

- a range of reading resources both inside and outside
- a quiet area for reading with a selection of quality resources, including fiction/non-fiction books, magazines and comics
- a range of books linked to theme each week plus 'old favourites'

- opportunities to support children and parents at home by providing reading books, key word books and letter sounds
- a range of reading books linked to appropriate phonic stages
- when appropriate begin small group reading on a shared book, with opportunities for reading 1:1 with an adult

Becoming a writer in EYFS

The most crucial part of learning to write is children must develop a passion to write and understand the reason why we need to write. Unless they understand why they are doing it, writing becomes a chore and something to be endured rather than enjoyed.

The role of adults in Early Years:

- see adults as a positive writing role model
- see adults write for pleasure or as part of a shared writing activity
- give the child the confidence to 'have a go'
- celebrate work produced through marking, sharing with others or display
- to plan both adult led and continuous provision activities using the Early Years Foundation Stage Curriculum

We provide:

- free access to quality mark making equipment both inside and outside
- activities that encourage mark making/writing for a range of purposes
- activities that encourage the development of fine motor skills such as colouring pictures, tracing letters in sand, paint, foam, and pencil control activities
- shared/guided writing each week allowing 1:1 support for each child, at their own level of development. These activities should be ability appropriate and have a clear link to the relevant phonic phases
- work produced through adult led sessions should be marked according to the skills evident and must be link directly to the relevant phonic phase

Becoming a Mathematician in EYFS

Teaching mathematical skills in Early Years should always be through practical, hands-on activities. There should be little or no written maths produced by the children in adult led sessions, however independent mathematical mark making should always be encouraged.

The role of adults in Early Years:

- support mathematical development in continuous provision through the observe, assess and plan cycle
- support mathematical development by singing counting songs and rhymes and encouraging children to join in games that involve counting
- to plan both adult led and continuous provision activities that are ability appropriate, using the Early Years Foundation Stage Curriculum and White Rose Maths

We provide:

- a range of quality mathematical equipment for independent play and exploration through a maths shelf
- planned continuous provision activities linking to the theme and/or the needs of the children at that time both indoors and outdoors
- daily adult led maths sessions, allowing time for small group teaching and independent learning to take place

Working with parents

At Merrylands, we feel that it is important to build a good relationship with parents to work together to shape a child's learning and development.

Throughout the year, parents are invited to take part in parent workshops led by the EYFS Lead, to support a parents understanding of the learning taking place in school and how they can continue this learning at home.

We use a communication tool 'Tapestry', which allows us to share photographs and observations of the children in school. Parents can share home learning with us as well.

Parents are able to download the 'Tapestry' app directly to their phone or tablet, and they can share photographs, videos and comments with the school securely. When home observations are shared, Nursery and Reception staff can add their own comments and feedback for parents to read.