



EYFS Curriculum

Curriculum Intent

Our Early Years Foundation Stage (EYFS) Curriculum is for the youngest children at Mayfield School. Provision is based on the Early Years Foundation Stage Framework for children from birth until the end of their Reception year. Children can start at Mayfield School from the age of two.

Activities take into account our belief that play is central to the children's learning, and nurtures not only developmental and academic abilities, but also the children's emotional development.

The EYFS curriculum at Mayfield School offers a stimulating, nurturing and safe environment in which the children may develop socially, emotionally, physically and intellectually. We recognise that young children are active learners and that they learn through all their senses, through exploration, investigation, experimentation, listening and watching, as well as through play. It is important that the children have opportunities to interpret their environment, to learn to make choices for themselves and to grow in confidence, understanding their value within the school community.

At Mayfield School we currently have four classes in the EYFS department.

Class 1 is a base for the youngest children they are currently and active group.

Class 2 is a base for pupils who are ambulant and active and able to cope emotionally with a busy environment. To enable and ensure inclusion pupils are able to work in both rooms as it is judged appropriate for each pupil.

The Early Years Foundation Stage Curriculum will:

- Offer an environment which is creative and exciting and promotes learning.
- Encourage the children to be aware, active and independent in their choices and their learning.
- Give children opportunities to develop a social awareness and a sense of group membership in which they may play and develop at their own pace.
- Create a firm, but flexible environment where the children can be aware of the 'do's' and 'don'ts' within the classroom.
- Enable the children to work and play in a curriculum that will give them the opportunity to work towards the Early Learning Goals of the Foundation Stage.
- Value and build on home and pre-school experiences, and encourage strong, supportive partnerships between home, school and other professionals.



Curriculum Implementation

Areas of Learning and Development

Communication and Language			
Prime Areas	Listening & Attention	Understanding	Speaking
	Personal, Social and Emotional Development		
	Making Relationships	Self-confidence and Self-awareness	Managing Feelings and behaviour
	Physical Development		
	Moving & Handling		Health and self Care
Specific Areas	Literacy		
	Reading		Writing
	Mathematics		
	Number		Shape Space and Measure
	Understanding of the World		
	People and Communities	The World	Technology
	Expressive Arts and Design		
	Exploring Media and Materials		Imaginative play
	Art, Sensory Play, Music, Drama		Dance, small world, play

Characteristics of effective learning	
Playing and Exploring –engagement	Finding out and exploring Playing with what they know Being willing to have a go
Active learning - motivation	Being involved and concentrating Keeping trying Enjoying achieving what they set out to do
Creating and thinking Critically- thinking	Having their own ideas Making links Choosing ways to do things



EYFS Themes

We have a rolling programme of topics over two years. Foundation teachers meet regularly to discuss topics and possible changes. We are mindful at all times of pupils preferences.

Topics are planned and themes followed to give the children a framework and ensure coverage of all areas of learning.

As children's likes and dislikes become apparent we will vary and adapt our plans.

	Year 1 Autumn	Year 1 Spring	Year 1 Summer
Class 1& 2	Ourselves	Winter Wonderland/opposites	Living Things
	Food	Out and About	Water
	Year 2 Autumn	Year 2 Spring	Year 2 Summer
	Family	Winter Wonderland/Space	Growth/Dinosaurs
	Special Times	Traditional Tales	Holidays



Communication and Language		
Listening & Attention,	Understanding	Speaking
<p>As individuals, in small and large groups children have opportunities to listen to stories, requests, instructions, comments, question, songs by staff and other children.</p> <p>They have the opportunity to attend an attention group which is designed purely to get attention without a demand for interaction.</p>	<p>To help gain meaning and to communicate with others, they become familiar with, and use a range of augmentative, or Total Communication-speech, symbols, signs, pictures and objects of reference and communication aids.</p> <p>They begin to understand that words, symbols and pictures carry meaning and have an order.</p>	<p>Children are encouraged to communicate in a way that they are able to do. This may include fully facilitated use of communication aids to using their voice to ask for things and comment.</p> <p>They may need objects, pictures or symbols or signs to initiate communication.</p> <p>These are available in the room for pupils to access independently.</p> <p>Use of the symbols is modelled by staff.</p>

Class 1& 2	<p>When pupils arrive at Mayfield School they are observed closely. The way they communicate is noted, staff discuss within each team the best way to develop an alternative communication system for each individual if it is considered necessary.</p> <p>This may range from using simple language and key words, to using sign, photographs, symbols or any combination of the above.</p> <p>Speech and language therapists are referred to and will offer advice as to how to proceed with each pupil.</p>
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Personal, Social and Emotional Development		
Making Relationships	Managing Feelings and Behaviour	Self-confidence and Self awareness
<p>Children are confident, develop self-respect and effective relationships.</p> <p>They appreciate working as part of a group, and independently, and work towards building up concentration.</p> <p>Children learn to be sensitive to the needs and feelings of others.</p> <p>They are shown how to take turns and share fairly.</p> <p>They begin to make relationships with staff and other pupils.</p> <p>Children are invited to 'stay and play' in the summer term.</p> <p>A small group of children are offered the opportunity to a sleepover at school as a first residential experience. This is done in consultation with parents and as staff feel children will cope.</p>	<p>Children express their feelings and behave in an appropriate way and begin to develop an understanding of what is right and wrong, and why.</p> <p>They learn to appreciate and care for their environment, living things and property.</p> <p>They experience cultural and religious events and respond with a range of feelings such as wonder, joy or sorrow.</p>	<p>Children are encouraged to explore the classroom as they begin their school journey. They are looked after by a class team and visit different areas of the school as they are ready to do so. They are reassured and comforted when it is needed.</p> <p>Children play action games and songs.</p> <p>They experience visiting students in the classroom.</p> <p>Listen to me documents are updated termly by a class advocate and the class team.</p>

PSED Classes 1 and 2		
<p>Though the year pupils are supported to take turns, tolerate other pupils in their space and to play with adults and children.</p> <p>Any incidents are dealt with immediately.</p> <p>Children are helped to understand simple boundaries for their own safety and the safety of others. Pupils also take part in whole school events.</p>		
Autumn	Spring	Summer
Safeguarding week	Citizenship week	Acitvtiy Week



Physical Development	
Moving & Handling	Health and self Care
<p>Children have opportunities move confidently and imaginatively, with increasing control and co-ordination, and an awareness of space and others.</p> <p>They use a range of small and large equipment, and low level balancing and climbing apparatus with increasing skill.</p> <p>They develop an improved awareness and a greater control of what their bodies can do.</p> <p>Follow appropriate specialist programmes e.g. physiotherapy, swimming programmes, music and movement devised with physios etc.</p> <p>They experience and learn to handle appropriate tools, objects, construction equipment and malleable materials including mark making.</p>	<p>Children are encouraged to be as independent as possible in eating and drinking and in hand washing, teeth cleaning and dressing and undressing.</p> <p>Support is provided by an adult at an appropriate level for each child.</p> <p>Children are encouraged to become familiar with the toilet cubicle, toilet and potty. They are encouraged to sit on the potty or toilet as they are confident in the toilet area.</p> <p>Toilet training is undertaken when appropriate for each child in consultation with parents.</p>

Classes 1&2		
PE		
Y1 & 2 Autumn	Spring	Summer
<p>PE – explore combination of low level gym equipment, balls of different sizes. Dance to different music genres.</p> <p>Ride on toys.</p> <p>Outside play, soft play, Park</p> <p>Swimming weekly</p> <p>Rebound – individuals.</p> <p>Physiotherapy porgrammes and excersises - individuals</p>	<p>PE – Mixed acitvties – low level gym equipment, parachtute, scooter boards and ball acivties, dancing.</p> <p>Outside play, soft play, park</p> <p>Swimming weekly</p> <p>Rebound – individuals.</p> <p>Physiotherapy porgrammes and excersises - individuals</p>	<p>PE – ball skills and games with hands feet and bats. Park as much as weather will allow.</p> <p>Outside play, soft play, park</p> <p>Swimming weekly</p> <p>Rebound – individuals.</p> <p>Physiotherapy programmes and excersises - individuals</p>



Literacy	
Reading	Writing
<p>Children have constant access to a collection of books which is varied and changed with topics. Children are initially joined in their reading by adults at an individual level.</p> <p>They experience pre reading activities including noticing objects, noticing logos and photos, looking and tracking sensory play and exploration. They are encouraged to play phonic games and explore sounds individually and in group situations.</p> <p>They are invited to listen to a story each day either on the board or a staff member will read from a book. Children are encouraged to match pictures, words or letters as appropriate for each child.</p> <p>They are introduced to letters and letter sounds as well as familiar words that are familiar and frequently used eg names and Naming words, activities they experience during each day eg soft play.</p>	<p>Children have access to a writing table each day with crayons, pens or chalks. They are also encouraged to write when outside with chalks or water.</p> <p>Early mark making is encouraged in a range of textures both dry and wet. For example in oats, sand, wet clay, cream, shaving foam and many more!</p> <p>Mark making and writing is also encouraged through technology on the Ipad and the Interactive White Board. This can be highly motivating for some children.</p> <p>Staff member write alongside children and will model direction eg up and down, side to side and all around. Staff will be aware of children's abilities and targets and will know how to extend their skills. They will also model small simple drawings. Letter formation will be modelled as appropriate, using all the above methods.</p>

Texts	Autumn	Spring	Summer
Y1 Classes 1&2	Peace at last Owl babies Little red hen Pumpkin soup, Fireworks. Divali stories Bears Birthday, A Birthday for Bear, Getting ready for Christmas Christmas Story- The Donkeys story.	The Gruffalo's Child, Can't you Sleep Little bear? Snow is my favourite and my best. Charlie and Lola. The Stick Man. Polar bear Polar bear what do you hear? Dinosaur Roar Inside outside upside down. Duck OUT AND ABOUT	The Very Hungry caterpillar What the lady bird heard The sail and the whale The Rainbow fish, Tiddler, Commotion in the Ocean, Mrs Mopple's washing line Where the Wild Things Are.
Y2 Classes 1&2	Handa's Surprise Non fiction – explore food magazines. Christmas Story – Jesus's Christmas Party	The Gruffalo's Child, Can't you Sleep Little bear? Snow is my favourite and my best. Charlie and Lola. The Stick Man. Polar bear Polar bear what do you hear? Traditional Tales – The Enormous Turnip, The Billy Goats Gruff, The Three Bears, The Gingerbread Man Three Little Pigs Easter Stories	Non fiction – growth and dinosaurs Harry and the bucket full of Dinosaurs I wish I had a monster Olivers vegetables Sally and the Limpet Lucy and Tom at the Seaside Peppa Pig Goes Camping



Mathematics	
Numbers	Shape, space and Measure
<p>Children are introduced to number songs and counting out loud to five then ten and beyond ten.</p> <p>They are encouraged to join in and say the next number.</p> <p>They explore numerals of different sizes and textures.</p> <p>Children are encouraged to count groups of small items in their play.</p> <p>They experience counting forwards and backwards to and from ten.</p> <p>Children experience ordering numerals of different sizes and textures and play matching games with numerals.</p> <p>Children experience writing numerals, with a variety of tools as sensory trays, they see direction modelled for them.</p>	<p>Children explore the space around them and equipment in that space.</p> <p>They have access to mathematical toys that are related in shape and size.</p> <p>Eg stacking cups and toys, various construction toys. Shape sorters and shape puzzles.</p> <p>Inset puzzles and jigsaw puzzles.</p> <p>In a variety of ways they begin to compare, match, sort, order, sequence and count.</p> <p>They become familiar with some mathematical language e.g. position, size, shape and quantity.</p> <p>They are able to handle and manipulate bricks of different sizes and shapes.</p> <p>They see and handle shapes of different sizes</p> <p>They are encouraged to find shapes in the environment.</p>
1 to 1 correspondence, counting real objects, numeral recognition, ordering.	Calendar and Time, size, length, capacity, Money, puzzles, posting

Classes 1&2	<p>Children are introduced to number songs and games using the Interactive White Board, Ipad and small computer.</p> <p>They see counting of real objects modelled by staff and hear the numeral names.</p> <p>They explore sensory numerals and see them put in order</p> <p>They explore construction equipment of many different types to extend fine motor and problem solving abilities.</p> <p>They are able to explore shapes and hear shape names</p>
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Understanding the World

<u>People and Communities</u>	<u>The World</u>	<u>Technology</u>
<p>Children become part of the Mayfield Family when they start school.</p> <p>They initially become confident and get to know class staff and other pupils and staff as they go to different areas of the school.</p> <p>They also go on different visits that are appropriate and they are able.</p> <p>They are able to see photos of their families, past and present events.</p>	<p>Children are given opportunities to find out about, and show interest in their environment both in and out of school on visits.</p> <p>Through theme work, they explore and recognise features of living things and events in the world.</p> <p>They show awareness of the purpose of features of their locality.</p> <p>Children are given the opportunity to reflect on past events through looking at photos and film.</p> <p>The children learn to use signs, symbols and visual cues to reinforce, question and identify why and when things happen and how things work.</p> <p>The children have opportunities to solve problems, make decisions and to experiment in a variety of contexts.</p> <p>Children will be included in cultural activities as they arise both in class and as part of Mayfield School.</p>	<p>They explore and select materials, tools and equipment, and use skills such as cutting, joining, folding and building for a variety of purposes.</p> <p>Children have toys with batteries and buttons to press.</p> <p>Children have access to the computer in the classroom and an iPad. Each pupil has an individual target for the computer and iPad.</p>

Technology	Autumn	Spring	Summer
Classes 1&2	Seeks to acquire basic skills Awareness of screen	Beginning to use acquired skills Tracking on screen	Using acquired skills Single button mouse
	Autumn	Spring	Summer
Y1 and Y2 People and Communities	Get to know class staff, and routes to regularly visited rooms.	Visit different areas of the school and other classrooms. Local walks to shop and yellow frog café.	Be confident to move safely around the school with appropriate support. Relate appropriately to familiar adults and children they meet in the school.
	Autumn	Spring	Summer
Y1 The World	Explore and taste food from different cultures.	Winter wonderland- explore ice and snow (if available). Opposites - linked to stories. Science Week – topic changed annually	Living things minibeast hunt, other animals. Water play – floating/sinking, ‘fishing’, doing the washing.
Y2 The World	Explore traditions and food used at celebration times from our own and other cultures.	Winter wonderland/Space. Traditional; tales – small world play activities linked to stories. Food exploration linked to stories. Science Week- topic changed annually	Growing things/Dinosaurs. Planting seeds exploring compost. Holidays - play in the grounds, walk in the woods, seaside at school and camping play. Picnic and seaside food to explore and taste.



Expressive Arts and Design				
Exploring Media and Materials		Imaginative play		
Art, Sensory Play, Music, Drama		Dance, small world, play		
Exploring Media and Materials		Being Imaginative		
<p>Children explore sound and colour, texture, shape, form and space in two and three dimensions.</p> <p>They paint and explore ways to put paint onto surfaces including brushes, hands, feet, sponges, squirty bottles, syringes, spray bottles</p> <p>This is usually topic linked.</p> <p>They respond in a variety of ways to what they see, hear, smell, touch and feel.</p> <p>Children are encouraged to express themselves through movement and dance.</p> <p>Children will make cards and gifts related to cultural events through the year.</p> <p>Children will be able to explore musical instruments in the classroom and will visit the music room to explore the instruments there.</p>		<p>Children are encouraged through an interactive approach to play and enjoy various forms of play, role-play, small world, symbolic and imaginary.</p> <p>This is often topic linked and may form a part of a whole school theme for example creative Arts Week and Science Week.</p> <p>Staff will model imaginative play and small world play.</p> <p>Children will be encouraged to dress up in costumes or fabrics of different types and textures.</p> <p>Children hear music of idfferent styles and genres. They are encouraged to move to the music.</p>		
Creativity Elements				
Art	Music	Drama	Dance (see PE)	Creative digital literacy/Moving images

	Autumn	Spring	Summer
Classes 1 and 2	<p>Creative activities related to topics and stories. From our own and other cultures.</p> <p>To develop coordination fine motor skills. Including using small tools to make marks and cut.</p> <p>Opportunities to explore different textures and tastes.</p> <p>Visits to the music room to explore the instruments there. Opportunities to explore percussion instruments in the classroom.</p> <p>Opportunities to move to music from our own and different cultures.</p> <p>Opportunities for role play and to dress up and experience small world play.</p> <p>Opportunities to explore mark making and creating using technology.</p>		
Whole School Events	<p>Christmas Performance – primary</p> <p>Christmas Crafts</p>	<p>Easter - related art work and chocolate exploration in all its forms.</p> <p>Science Week</p>	<p>Mayfield’s Got Talent</p> <p>Creative Arts week</p>