

Alder Coppice EYFS Curriculum Implementation



Implementation

Each half-term, EYFS staff introduce a new theme to provide inspiration for learning, whilst providing the flexibility for children to follow their own interests and ideas. Children learn through a balance of child-initiated and adult-directed activities. The timetable is carefully structured so that children have directed teaching during the day. The timetable changes throughout the year to take into consideration the changing needs of the children. Children are provided with plenty of time to engage in 'exploration' throughout the variety of experiences carefully planned to engage and challenge them in the provision. The curriculum is planned for the inside and outside classrooms and equal importance is given to learning in both areas.

English/Literacy

Reading is at the heart of our curriculum and our aim is to encourage a love of reading right from the start. Our projects are text driven with the aim of exposing children to a range of books that not only develop a love of reading, but have been chosen specifically to develop their oracy, vocabulary and comprehension. These books will be embedded in our provision through activities, story sessions and on display for children to access independently. Through this, children begin to internalise new vocabulary, language patterns and begin to retell stories.





Phonics

We follow the DfE Little Wandle programme.

In Nursery children focus on Phase 1 which concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills, prior to GPC.

In Reception, children are introduced to Phase 2, 3 and 4 where they will develop GPC and segmenting and blending skills to decode words. Children are encouraged to read at home and are listened to regularly in school. They are given books that match their phonic knowledge for them to apply their learning with the aim of becoming successful, confident and fluent readers.



Mathematics

In Nursery and Reception, we follow the White Rose Maths Scheme of work which is divided into units of work.

Our quality learning environments and meaningful interactions with adults' support children in developing mathematical thinking and discussion. Pupils learn through games and tasks using concrete manipulatives and pictorial structures and representations which are then rehearsed applied and recorded within their own child-led exploration.

In Nursery, children develop a love of maths through games, songs, rhymes, and play using concrete manipulatives. We focus on the following counting principles; one to one correspondence, stable order and cardinal principle.

Children in Reception have daily Mastery in Number sessions to develop fluency, revisit key concepts and address misconceptions and then a Number Time session planned around units from White Rose Maths.

