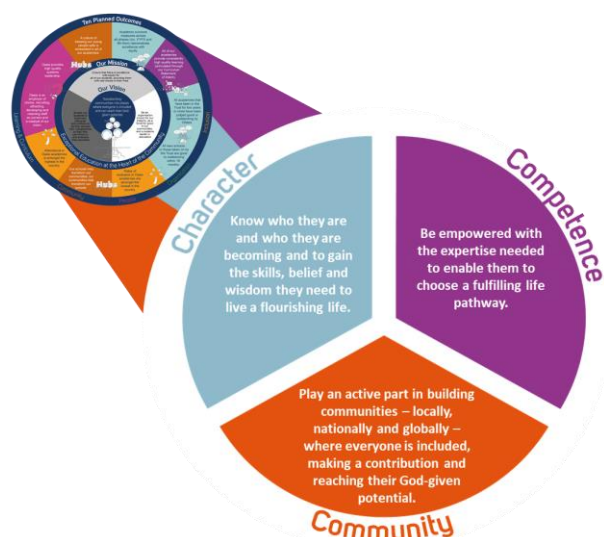




# Early Years Best Practice Curriculum Offer

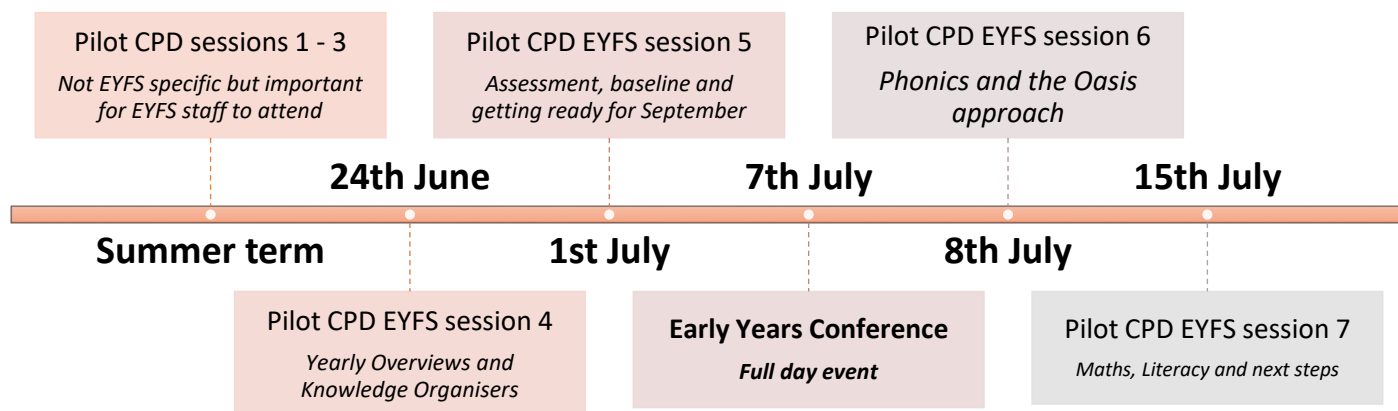




The Early Years Best Practice offer will be available to download from Share Point from 7<sup>th</sup> July.

### CPD calendar for Summer Term

Below outlines the CPD for the remainder of Summer term to support staff in the EYFS with preparing for the upcoming changes to the EY framework, assessment and how to get the most from the EYFS Best Practice Offer. This will be discussed in greater detail during the Early Years Conference. Following the Early Years Conference on 7<sup>th</sup> July the Early Years NLPs will be available to book for 15 minute meetings over Teams to discuss any specific queries you may have for your school.



### Curriculum Intent

The curriculum in the Early Years provides a structure and sense of direction, whilst ensuring there are ambitious opportunities for children to learn. Through valuing every child and believing that every child is capable of making good progress, we can ensure that no child is left behind. This is achieved through mapping out overarching potential themes and key skills, careful planning of the environment and purposeful, targeted assessment.

The 3 C's outlined in the Primary Curriculum intent are woven through the EYFS curriculum.

#### Character

The 9 habits approach enables a tangible approach to character development, seen in all aspects of academy life. These habits and attitudes, or 'habitudes', can only be developed through constant and deliberate reflection.

This metacognitive approach is scientifically proven to develop stronger cognitive structures and greater emotional well-being. The resources being developed by the National Lead for Personal Development and the NLPs for Behaviour enable a deliberate and thorough delivery of this through resources, systems and structures at all levels. These will be adapted to ensure that they can be accessed in a meaningful yet developmentally appropriate way in EYFS.



#### Competence

Reading and vocabulary are deliberately featured in all resources as we know children's chances of success in later life are heavily dependent on their acquisition of language and ability to access written text. We also know the importance of using books to open up the world to our young people and developing a love of literature for future learning and cultural capital. Therefore, there are always links to key texts, key



vocabulary and environment enhancements through our Best Practice resources. The innovative and exciting approach we will be taking with phonics will support this by developing a true love of books in our children, and then contextualising the learning of phonics to make learning to read and write meaningful and memorable.

## Community

Understanding who you are and who you are becoming requires you to understand your place in time, past, present and future and also your place in the world at a local, national, global and spiritual level. These concepts are deliberately woven into our suggested yearly overview and knowledge organisers, with overarching questions to guide learning and reflection.

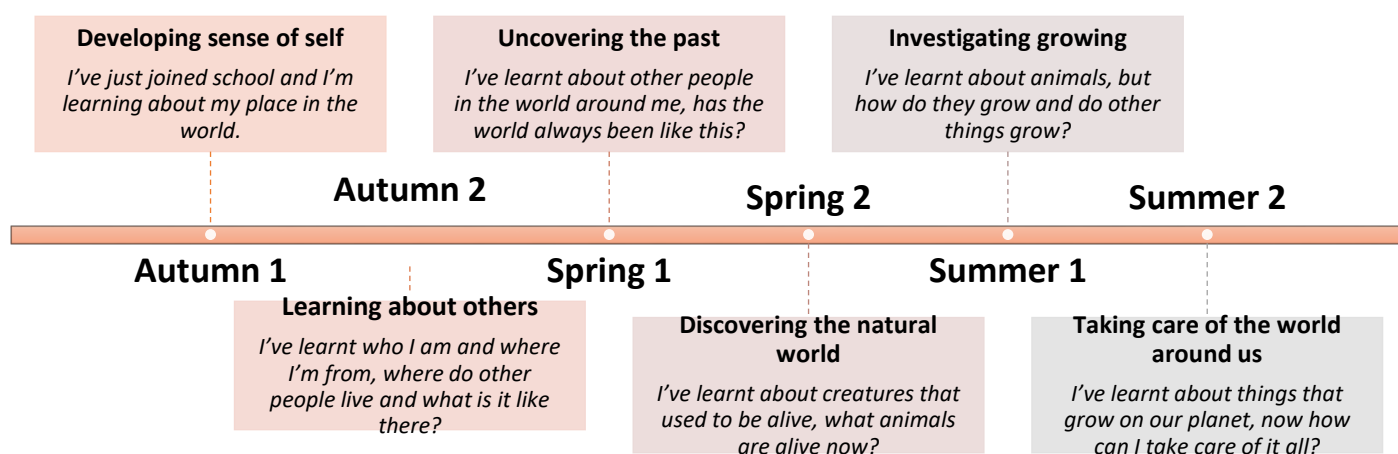
## Yearly Overviews

We will be providing you with a suggested Yearly Overview to enable you to prepare your curriculum. This includes: potential themes/topics that may follow children's interests; key texts to support the delivery of these themes; key dates that include celebrations and religious events; experiences that could be included to enrich the curriculum offer; the implementation of British Values across the year.

We understand that every school, community and cohort will be different and that we want EYFS practitioners to still have autonomy in the development and delivery of their curriculum. Curriculum plans should be flexible and allow for changes in direction based on children's needs and interests. Therefore, when viewing this yearly overview, be mindful of the adaptations you may want to make to support your school, community and cohorts. The questions you may want to ask yourself when developing your curriculum include:

- *What are the children's interests? Do I need to adapt these themes to follow their interests? Will my yearly overview be a working document throughout the year to adapt to children's interests?*
- *What needs have you identified through your progress tracker and how can you adapt your curriculum to support this?*
- *What prior experiences does this cohort have and how will you develop these?*
- *Consider your children's existing cultural capital – what experiences have they already had and what experiences may they not receive and therefore need to provide for them e.g. experiences and trips?*
- *Are there any local/national events, values, news that you can include?*
- *Consider your whole school ethos and key events (for example Harvest Festivals)*

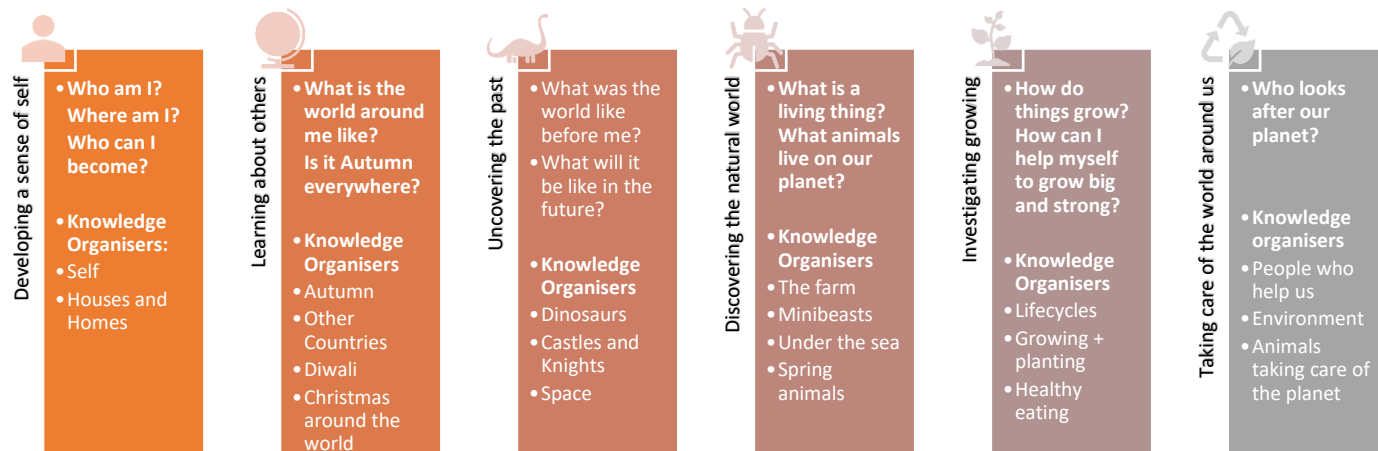
The overarching thoughts and questions we have suggested in our Yearly Overview leading us through each term are below.



These themes are designed to be followed in a sequence to weave an inspiring journey for the children's learning. Within each termly theme there will be a selection of Knowledge Organisers designed to fit within the thoughts and questions that lead each theme, however these can be used out of sequence to follow the



interests of your children. There is flexibility to adapt these themes to support the particular needs of your cohort and to best fit the community in which you work. We hope the themes and knowledge organisers will be a useful starting point in developing your Early Years curriculum.



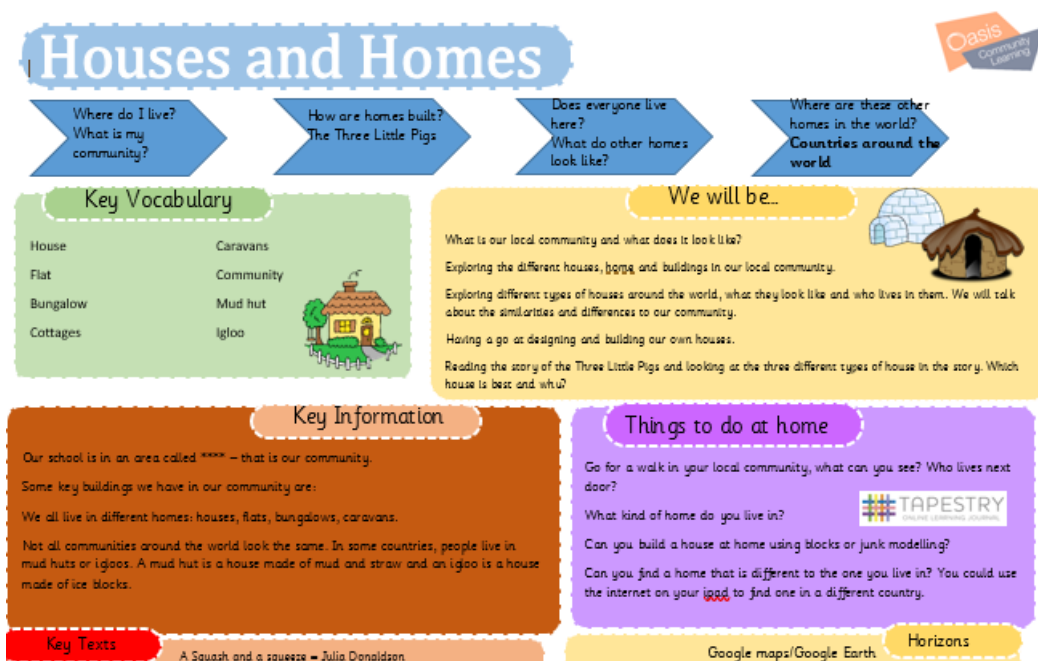
## Knowledge Organisers

Each Knowledge Organiser will have an outline of the most powerful knowledge and golden threads to the curriculum to match the intent of the overarching theme.

Knowledge organisers will contain:

- Key questions to lead you through the sequence of learning
- Important facts for children to learn
- Linked learning activities to activate emerging knowledge
- High quality texts to support learning
- Key vocabulary for the unit
- 'Wow' moments to launch each learning sequence
- Ideas for supporting learning at home
- Suggested links to the Horizons Project
- Links to EYFS curriculum

Below is an example of a Knowledge Organiser.

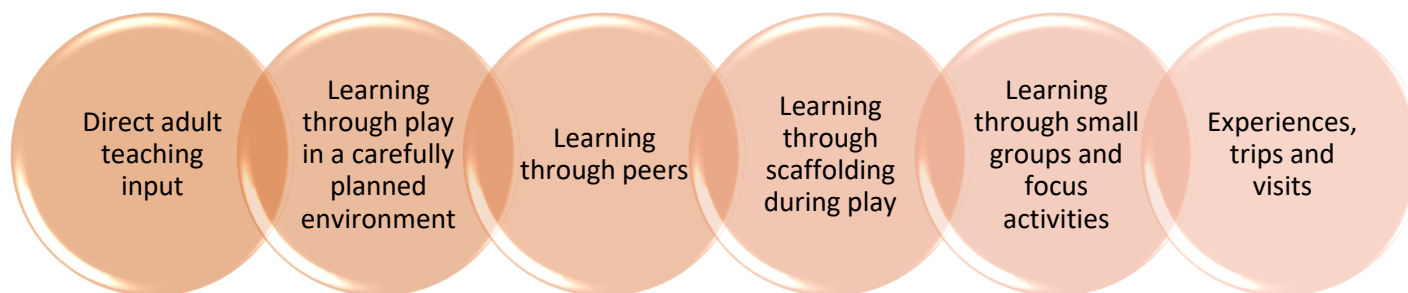




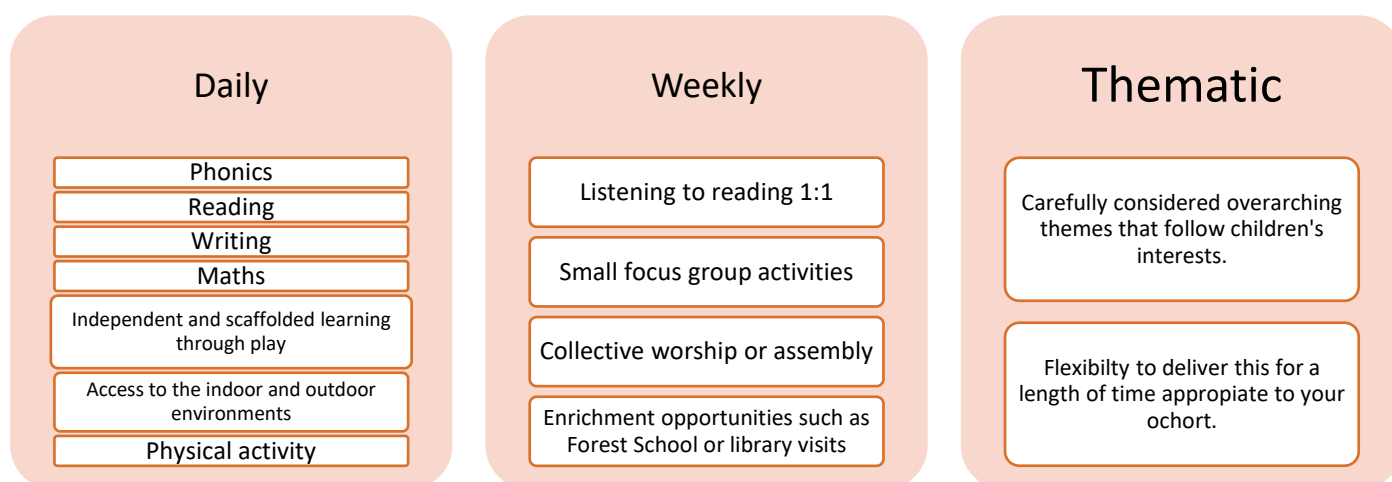
## The OCL EYFS Curriculum

### Delivery of content

In the Early Years, children learn through a wide variety of approaches. This includes:

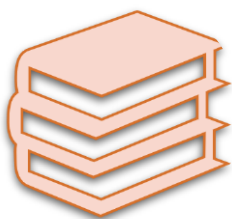


Children in the Early Years need a balanced curriculum which includes teaching which has been carefully planned according to their developing needs and interests, as well as allowing plenty of time for spontaneous child-initiated learning. They need organised, adult-guided learning to bring new ideas and experiences into their lives and for the direct teaching of new skills and concepts. These will deepen or consolidate their learning over time. The subjects and approaches below are outlined daily and weekly to ensure schema are developed most effectively, learning builds over time and explicit links can be made between learning, resulting in a deep understanding of core concepts. This outline allows for short and purposeful adult directed input, whilst ensuring a focus on learning through play in a carefully planned environment:



### Approaching the curriculum

Below is some guidance on the approach we will be suggesting for delivering the adult led teaching of reading, writing and maths.



## Reading

- Daily read aloud - Adult-led whole class texts.
- Weekly 1:1 reading recommended.
- High quality texts selected for every Knowledge Organiser.
- Reading as a Golden Thread across the Yearly Overviews.



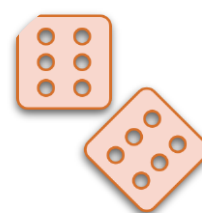
## Phonics:

- Storytime Phonics being used to deliver an immersive and magical experience promoting high quality literature.
- Multi-sensory and hugely fun sessions to capture children's imagination develop a life long love of reading
- Home readers linked to phonic knowledge.



## Writing:

- Storytime Phonics 'sparkle marks' used to contextualise letter formation
- 'The Write Stuff' approach adapted to suit Early Years
- Rich environment with ample opportunities to develop gross motor and fine motor skills



## Maths

- Yearly overviews for Maths will be shared, outlining suggested weekly objectives for the delivery of maths
- NCETMs 'numberblocks' will support in developing children's early concept of number

## The environment

How we lay out and plan for our EYFS learning environments, both indoor and outdoor, has a big impact on children's learning and development. Environments should promote children's independence and encourage positive dispositions to learning whilst providing challenge to allow for progression. The organisation and resourcing of these environments is key to ensuring this can be achieved. High quality, open ended resources that follow children's interests; the careful planning of spaces to promote high engagement and quality learning; accessible resources that are enticing and intriguing, shadowed or labelled to develop independence; varying levels of challenge in continuous provision to deepen learning in a variety of contexts: all of these aspects need to be considered to ensure a progression of skills in independent and scaffolded play.

We will be suggesting using the Environment Audit from Early Excellence to enable practitioners to evaluate their environments and resources and enhance them most effectively. We will also be creating guidance on how to set up your continuous provision effectively, using photos from Oasis Early Years settings.

Group Teaching Resources	Resources and Equipment	Storage	
<b>Developing Counting</b>	For a group of six <ul style="list-style-type: none"> <li><input type="checkbox"/> Small, medium &amp; large wooden bowls or pots in sets of 5 &amp; 10</li> <li><input type="checkbox"/> Wooden five frames</li> <li><input type="checkbox"/> Set of wooden rings</li> <li><input type="checkbox"/> Large number of wooden lolly sticks</li> <li><input type="checkbox"/> Number lines to 5 and 10</li> <li><input type="checkbox"/> A collection of natural resources for counting</li> <li><input type="checkbox"/> Set of wooden numbers</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Small, medium &amp; large boxes or baskets for each set of equipment</li> </ul>	Score out of 8:
<b>Composing to 10</b>	For a group of six <ul style="list-style-type: none"> <li><input type="checkbox"/> A set of bowls divided into two parts</li> <li><input type="checkbox"/> Wooden &amp; dry-wipe ten frames</li> <li><input type="checkbox"/> A set of small pots, egg cups &amp; buckets</li> <li><input type="checkbox"/> Objects &amp; counters of different sizes &amp; colours that can be grouped into sets of ten</li> <li><input type="checkbox"/> A set of number rods for building &amp; comparing numbers</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Small, medium &amp; large boxes or baskets for each set of equipment</li> <li><input type="checkbox"/> Small drawstring bags for counters</li> </ul>	Score out of 7:
<b>Playing with Numbers</b>	For a group of six <ul style="list-style-type: none"> <li><input type="checkbox"/> Blank, dry-wipe games boards in grid &amp; track style</li> <li><input type="checkbox"/> 1-5 &amp; 1-10 counting boards for games &amp; keeping score</li> <li><input type="checkbox"/> Whiteboards &amp; pens</li> <li><input type="checkbox"/> Set of number cards &amp; holders</li> <li><input type="checkbox"/> Set of large wooden numbers</li> <li><input type="checkbox"/> Counters and/or beanbags including some with numbers</li> <li><input type="checkbox"/> A collection of dotted &amp; numbered dice &amp; spinners</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Small, medium &amp; large boxes or baskets for each set of equipment</li> <li><input type="checkbox"/> Small drawstring bags for counters</li> </ul>	Score out of 9:



In addition to this, we will be providing a progression of skills through continuous provision to enable effective planning for challenge and progression within the environment. The skills progression documents will be being created throughout the 2021/22 academic year.

## Creative Area



### Continuous Provision/Skills Progression

Skill	Emerging	Developing	Advanced
To make a join	<ul style="list-style-type: none"> <li>Stick 2 flat surfaces together using minimum dexterity, <a href="#">glue</a> and imagination.</li> </ul>	<ul style="list-style-type: none"> <li>Use techniques and resources that need more advanced dexterity and a wider range of resources.</li> </ul>	<ul style="list-style-type: none"> <li>Have good fine motor skills and have mastered use of earlier equipment and techniques.</li> <li>More complex joins, folding &amp; <a href="#">tearing</a></li> </ul>
	<b>Vocabulary:</b> 2D shapes & names Stick choose	<b>Vocabulary:</b> 3D shape names Resource names Join Fold	<b>Vocabulary:</b> Resource names Join Fold/tear Sewing glue
	<b>Resources:</b> Glue stick PVA glue – finger/brush/cotton bud/spreader Flour & water paste Range of large flat materials Collage materials	<b>Resources:</b> Tape – masking & sticky Elastic bands Folding card/paper Paper clips – large & small Range of 2D & 3D junk materials and collage	<b>Resources:</b> Hole punch – single & double Split pins Treasury tags Stitching – hole punch card, lace, wool/string Stitching – large blunt darning needle & embroidery thread. Glue gun
Skill	Emerging	Developing	Advanced
To use scissors	<ul style="list-style-type: none"> <li>Tears paper during play activities</li> <li>Shows an interest in and understands the use of <a href="#">scissors</a></li> <li>Maintains a correct grip when positioned by the <a href="#">adult</a></li> <li>Holds scissors appropriately without <a href="#">assistance</a></li> <li>Opens and closes the <a href="#">scissors</a></li> <li>Makes random <a href="#">cuts</a> to paper</li> </ul>	<ul style="list-style-type: none"> <li>Opens and closes the scissors using a controlled <a href="#">action</a></li> <li>Holds paper and makes consecutive cuts with a forward <a href="#">motion</a></li> <li>Cuts in a straight line avoiding unilateral movement (twisting scissors)</li> <li>Holds paper appropriately with the other hand and rotates the paper when <a href="#">cutting</a></li> <li>Cuts out shapes involving one change of <a href="#">direction</a></li> </ul>	<ul style="list-style-type: none"> <li>Cuts out simple shapes, more than one change in <a href="#">direction</a></li> <li>Able to cut along curved <a href="#">lines</a></li> <li>Able to cut out <a href="#">circles</a></li> <li>Able to cut more complicated shapes with straight and curved lines <a href="#">independently</a></li> <li>Cut shapes within a <a href="#">shape</a></li> </ul>
	<b>Vocabulary:</b> Hold Scissors cut open	<b>Vocabulary:</b> Hold <a href="#">paper</a> Follow Straight line Twist	<b>Vocabulary:</b> Follow Curved lines circles
	<b>Resources:</b> Scissors – left & right <a href="#">hand</a> Paper and other thin easily cut materials	<b>Resources:</b> Appropriate scissors Variety of pictures and papers to cut	<b>Resources:</b> Thicker/more challenging materials to <a href="#">cut</a> Variety of shapes to cut out

### Suggested timetabling

The below timetable is an example of how a week could look to ensure coverage of all the relevant subject content. This will need adjusting to work for your cohort and your setting. :

Morning Sessions	
1 hour	Self registration + Self-initiated learning time
20-30 minutes	Phonics carpet session
1 hour 15 minutes	Self-initiated learning time
10-15 minutes	Tidy up
20 minutes	Maths carpet session



## Afternoon Sessions

20 minutes	Literacy carpet session
1 hour 15 minutes	Self-initiated learning time
15 minutes	Skills based / thematic learning session
15 minutes	Read aloud

## Assessment

The assessment that has the most impact on children's learning and development is in the moment feedback. In order to allow practitioners to do this effectively, we need to ensure that the methods of assessment we use are efficient and focussed, providing us with information that can be used to support our curriculum offer and provide targeted provision. Whole cohort "data drops" at three points throughout the year – Baseline, February and June – will allow us to monitor which children are on track or not on track, with checkpoint statements to assist practitioners in making these assessments.

With a carefully considered and well-planned curriculum, it is believed that children who are making expected progress will continue to do so with high quality provision in place. Therefore, we can focus more on the children who are not making expected progress and identify how we are going to facilitate their learning. Through the use of pupil progress documents, regular conversations can be undertaken to discuss which children are not on track, why this might be and what adaptations can be made to encourage progress. We suggest updating these weekly in PPA sessions, preferably with all staff involved in supporting the children's learning, to enable regular, consistent conversations that allow you to evaluate and adapt your provision and environments.

[illegible]





## Physical and electronic recording considering workflow, sustainability and workload.

A large consideration in the use of one-to-one devices (iPads) is effective workflow, sustainability and workload with regards to recording evidence – physically vs. electronically.

The methods for recording evidence in the EYFS should be considered with these key questions in mind:

- What is the purpose of the evidence collected – is it showing a “wow” moment or new learning or just proof of an activity that has occurred?
- Is there an opportunity for children to take ownership of their journey and for their voice to be heard?
- What is the environmental impact of the methods used e.g. printing and use of books?
- What is the impact for practitioner workload – is this manageable and realistic and does it allow for more time to be spent with the children?

A suggested documentation of evidence could be:

- Use of Showbie/Tapestry/Bromcom to record Wow moment observations. Please note that Showbie has many of the features Tapestry has and will already be installed on all children’s iPads, therefore the cost of purchasing a Tapestry subscription may no longer be necessary.
- A literacy book to record physical pieces of writing

## CPD

Ensuring practitioners have the skills and confidence to design, deliver and review their curriculum in line with assessment of children’s learning and development is vital. Therefore, CPD sessions and moderation delivered through a series of RINs mapped out across the year will allow practitioners to hear key messages and share best practice. Involvement in the EYFS Strategy Group and annual conference is also encouraged. Details of the CPD calendar for Early Years for 2021/22 will be shared in due course.

## Final Thoughts

During the next academic year we will see large scale systemic changes across the Early Years sector as we adjust to the changes to the Early Years Framework and shape a picture of how to adapt this to best meet the needs of our children. This will undoubtedly be a picture of evolution, as we learn from each other and adapt our practice accordingly. The resources detailed in this document are a starting point, from which you can develop *your* best fit Early Years curriculum. We will be updating, enhancing and improving these documents constantly as the year progresses, and all Pilot academies involved in the Primary Curriculum Offer will form an integral part of shaping the evolution of Oasis Early Years.