

EYFS Curriculum Training

Amy Keith

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Diocese of Durham

Diocese of Newcastle



Today we will:

- explore what curriculum means in the EYFS and the core principles of successful curriculum design
- examine the educational programmes that outline the requirements that must inform the curriculum in EYFS
- consider how the curriculum in EYFS builds the foundations for children's future learning
- consider the implications for planning, depth of learning for all children and the holistic nature of young children's learning
- review how your curriculum meets the statutory requirements, the individual needs of the children in your setting and how it reflects your whole school vision and values



The EYFS curriculum according to you!

- Come up with 5 things you think make for an outstanding EYFS curriculum.
- Consider quality of education, personal development, behaviour and attitudes, and leadership and management.
- Can you identify the difference between curriculum, assessment and pedagogy in your setting?

Curriculum planning: for your children and as part of the whole school vision and values

Intent:

What do you want children to encounter, explore and learn?

What is your intent?

How does EYFS work in your school? Child led, play based learning, in the moment planning, continuous provision, Montessori etc etc.



Curriculum intent:

- Your vision
- Your principles
- Your purpose
- Your overarching aims
- Your school context

Building the foundations for future learning

Early reading.

Love of reading.

Early maths.

Whole school curriculum.

Curriculum for subjects from EYFS to Y6 and beyond.

Vocabulary development.

Experiences.

Learn more remember more.



The curriculum outlines the building blocks of knowledge that children need to learn and hold in their long term memory.

This helps to separate **what** we want children to learn from **how** they are going to learn it.

Curriculum planning in EYFS

Statutory requirements – educational programmes

7 Areas of learning

Characteristics of effective learning

Development Matters, 0-5 Matters

Phonics scheme, maths scheme, PE scheme, RE scheme, PSHRE scheme.



Educational programmes

MUST set out activities and experiences in the following areas:

Prime areas
PSED, CL, PD

Specific areas
Literacy, Maths, UTW, EAD

All AOL are important and interconnected.



Curriculum planning:

Must include:

Educational Programme - 7AOL, COEL,

Should include:

Knowledge, skills, vocabulary, texts, rhymes, poems, songs.

Sequential and progressive – deliberate choices.

Might include:

Links to provision, opportunities for recap and consolidation, links to KS1,

Key considerations:

- Individual child – needs, interests, levels of development.
- Strong foundation in prime areas, specific areas to provide a broad curriculum and opportunities for children to apply the prime areas.
- **Always** considering how we develop language and extend vocabulary – interactions, stories, rhymes, poems, deliberate choices about vocabulary within the curriculum, routines.
- Identify what you want children to learn and how best for them to learn it – play – spectrum of play.

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Pedagogy: How do you deliver the curriculum in EYFS?

- Adult led – whole class/small group
- Adult guided/directed
- Child initiated
- Continuous provision/enhancements
- High quality interactions
- **Strong focus on vocabulary** – deliberate choices

Words used in the EYFS framework instead of teaching:

Guiding

Supporting

Encouraging

Enabling

Facilitating

Helping

Providing opportunities

Shaping learning experiences

Three types of learning experiences

- **Adult-led**
- **Adult-initiated/guided**
- **Child-initiated**

Role of the Adult

Child-initiated Learning

- Wholly decided upon by the child
- Based on the child's own motivation
- Under the control of the child

Effective adults tune in to the child by watching, listening and interacting. They use their knowledge of child development and their knowledge of the child to work out what the **child is thinking** rather than concentrating on what the **child is doing**.

Time?

Extending children's learning in child-initiated situations

- focus on creating situations that support discussion
- when entering children's play be sensitive – don't hijack it!
- try to stand back and observe first, before entering their play
- listen carefully to what children are saying – tune in
- show genuine interest in children's thoughts and ideas – give your full attention!

Adult-guided activities

- Practitioners guide the children's learning
 - through their resourcing
 - the use of key questions
- Adult-guided activities provide children with the opportunity to practice and consolidate previous learning.

Adult-led activities

- Adult-led activities have clearly specified learning objectives which will be matched to the children's current learning to extend or consolidate what children know and can do.
- Adult-led activities should maintain the characteristics of play.

Adult Role in adult-led activities is to:

- Focus.
- Steer.
- Teach – instruct, demonstrate, inform, model.
- Manage.

Adult Role in adult-guided activities is to:

- Be intrigued.
- Enquire.
- Ask for ideas.
- Suggest.

Adult Role in child-initiated activities is to:

WATCH!, WAIT! WONDER! *Wait to be spoken to.* J Fisher 2011

- Spot a “teachable moment” If a child really wants to cut a piece of paper to a particular size, it is the right time to teach the use of scissors!
- Engage in a quality interaction
 - Ask **questions to illuminate – NOT to interrogate**
 - “I wonder what ...”
 - Don’t steer the direction or the theme of the play.
- Both the child and the adult should have gained something from the interaction.



What is scaffolding?

The provision of temporary support that will later be removed as the child acquires, and eventually masters, new skills.

Assessment:

- How do you ensure children keep up rather than catch up?
- How do you ensure that children have learned and remembered the intended curriculum?
- What do you do to support children who may be at risk of falling behind?
- How do you plan for opportunities to revisit, recall and consolidate prior learning? Across EYFS and within the whole school curriculum – topics, skills, knowledge, wider themes?

Observations

- Incidental /anecdotal

When the practitioner notices something significant he or she is not involved in.

- Participant

When the practitioner is involved in play with children and in adult led activities.

- Focused/narrative

When the practitioner stands back to observe children in independent, child initiated, play based activities.

SHOULD NOT BE BURDENSOME OR TAKE PRACTITIONERS AWAY FROM INTERACTIONS WITH CHILDREN.

Communication and Language:

- Quality and quantity of language.
- Language and vocabulary learnt across the curriculum builds future understanding. Strong focus on language comprehension.
- Knowledge learned in one context is transferable between contexts.
- Vocabulary identified within 7 areas of learning – deliberate.
- Story language – broadens experiences of unusual vocabulary.
- The choices we make about vocabulary are crucial in addressing the language gap that many of our children enter school with. This takes significant planning and CPD for staff.

Communication and Language:

Language rich environment.

High quality conversations.

Back and forth interactions.

Reading/sharing books and discussing them.

Story telling and role play.

Share ideas and ask sensitive questions.

Rich range of vocabulary and language structures.

Communication and Language:

- Rich language experiences.
- Interesting stimuli including stories, rhymes, pictures, non fiction books.
- Rehearsal – stories, songs, my turn your turn, genuine conversation, seeing and hearing how new/unfamiliar words are pronounced.
- **THE CURRICULUM MUST BE DESIGNED FOR BACK AND FORTH TALK ACROSS THE AOL AND THROUGHOUT EYFS.**

- Do speaking and listening develop ‘accidentally’ at your school or do you have a clear programme for oral communication?
- Do all staff consistently expand language by scaffolding and adding words?
(E.g. Child: ‘I drew a butterfly’
Adult: ‘Yes you drew a red, spotty butterfly. It’s beautiful.’)
- It is known young children need thinking time before answering a question. Do staff give children enough thinking time to answer before asking another question?
- Use daily routines and activities to introduce basic vocabulary/actions.
- Give children time to begin a ‘conversation.’
- When joining in children’s play, verbally describe what you are doing, what the child is doing – ‘running commentary.’
- Give simple choices.



Multiple encounters

- Step 1: Choose the word to be explored, e.g. reluctant
 - Contextualise the word in the story:
The little duck was reluctant to leave the pond without the mother duck.
- Step 2: Children repeat the word so they create a phonological representation of it. “Say the word with me.”
- Step 3: Explain the meaning of the word in language that the children can understand, e.g. “Reluctant means you are not sure you want to do something.”
- Step 4: Provide examples in contexts other than the one used in the story, e.g. “You might be reluctant to eat a food that you’ve never tried before.”

- Step 5: Use a sentence starter to help children use the word in a sentence of their own, e.g. “I would be reluctant to....”
- Step 6: Provide opportunities for children to engage with new words in a variety of activities, e.g. questions.
- Why might you want to tidy your bedroom reluctantly?
- What other things might you do reluctantly?

Tier One: the most basic words, e.g. clock, baby, happy.

Tier Two: high frequency words for confident word users, e.g. insist, mischievous, gentle.

Tier Three: often with very specific contexts, best learned when needed, e.g. chrysalis, astronaut, phoneme

DFE The reading framework:

- fire blaze, flames, heat, smoke, plumes, extinguish
- emergency emergency, accident, harm, dangerous, trapped, (blue) light, siren
- safety and rescue protect, shield, escape, first aid, rescue, save, tackle
- protective clothing visor, helmet, gloves, soles, material
- properties of materials transparent, see-through, fire resistant, strong, tough, unbreakable, fireproof, protective, waterproof
- equipment fire engine, truck, reel, hose, ladder, turn-table, water, cutters, axe, air tanks, thermal imaging camera, torch
- personal characteristics brave, courageous, speedy, quick-thinking, daring, heroic

DFE The reading framework:

Following up the visit in the classroom, adults can reinforce the language and vocabulary:

Talking about the photographs taken on the visit, or recalling and naming specific features of the fire-fighters' clothes or the fire engine. For example: 'Do you remember why the firefighters have to wear special gloves? ... Yes, to keep their hands cool and protect them from the heat. What did their gloves look like? ... That's right! That's a good word. They did look "stiff" but, actually, they said they were very comfortable. Do you remember how they could bend their fingers easily in them? They could hold even the tiniest objects when they were wearing them.'

Once it has been introduced, opportunities arise to repeat and consolidate the vocabulary in different contexts, such as when describing the characteristics of a hero or heroine or exploring the properties of materials.

Where do the best interactions occur?

- Spaces for talk
- The child's view



You need to go to where the children are.

- Body language
- Eye contact or not
- Voice level/tone

Learning to listen:

- Children need to be taught when to listen, to know what good listening looks like, and they need praise.
- Decide on a signal to alert children to listen.
- Show children what good listening looks like through the teacher's own behaviour e.g. 'Wait a minute, I need to listen carefully.' or 'Let's be quiet so I can concentrate on what you're saying.'
- Reinforcing and praising good listening, with examples: e.g. 'I could tell you were going to say something interesting: I could see you were listening carefully and concentrating.' or 'You must have listened carefully during assembly yesterday to have remembered that!'

Talking with a partner and giving feedback

Communication and Language key considerations:

- What do leaders want children to know and think about?
- What vocabulary is co associated with this knowledge and thinking?
- How can that vocabulary best be taught?
- How can practitioners engage children in back and forth talk that supports this knowledge and thinking?

PSED:

- **What do we want children to learn?**
- How to make and keep friends.
- Social skills and scripts.
- Interpret the feelings of others.
- Cooperate and take turns.
- To follow instructions.
- To know when and how to ask for help.
- Positive sense of self.
- To know all the unspoken rules and different places/scenarios they apply.

Cooperate and take turns

- This is an outcome.
- We need to identify the small components that will support children to achieve this outcome.
- We map out the components sequentially and progressively to build towards this outcome.

- **Consider as a table, what components do we want children to learn?**

Cooperate and take turns:

- **What do we want children to learn?**
- Games with rules – turn taking is taught
- Stories involving positive and negative interactions
- Key vocabulary and scripts for turn taking and cooperation – safe opportunities away from the heat of the moment e.g. puppets, circle time
- Equipment rules – how is it to be used/shared?
- Systems of turn taking e.g. sand timers, serving snack etc.
- Examples of turn taking in a safe environment e.g. videos, stories, puppets

- Then we can consider our continuous provision and how it supports the knowledge and skills we have taught.
- These key knowledge and skills will need to be revisited on many occasions so children learn and remember.

PSED:

- Our PSED curriculum should support social success for ALL children including those with SEND or who are disadvantaged.
- It will not develop naturally for all children but it can be taught and rehearsed.
- Often schools used a whole school PSHRE curriculum. This is fine as long as you have considered it in the context of your children's starting points.

Key considerations:

- Does role play include language and ideas learned in stories/topics/songs?
- Do children know a wide range of social rules and conventions?
- Are all children supported to join in?
- Are there moments of calm in your day?
- Is there consistency in routines?
- Do children know how to play some familiar games?
- Do children practise what they have learned in their play?

Continued...

- PSED aims are often outcomes.
- Not always learned through an immersive experience.
- We must sequence and teach key skills and knowledge in PSED as in other areas of learning.
- Consider language, ideas and social conventions.
- Calm moments, routines and practising taught skills are part of the curriculum.

What does the video tell us about this school's curriculum?

Expressive arts and design:

- Foundations for art, DT, music, dance.
- Autumn 1 – self portraits
- Autumn 2 – firework paintings
- Spring 1 – making Chinese Lanterns
- Spring 2 – printing patterns on Easter eggs
- Summer 1 – junk modelling houses, boats, bridges
- Summer 2 – paper plate jellyfish - collage

- Practical activity – curriculum planning for EAD. See plan 1 on your tables.

Key considerations:

- Does your curriculum outline what you want children to learn and remember?
- Do you have a clear vision and intent for your curriculum?
- How does your curriculum build the foundations for the whole school curriculum? Do subject leaders and senior leaders understand your curriculum?
- Is your curriculum progressive and sequential?
- Do staff know what they are teaching and when?
- Have you identified key knowledge, skills and vocabulary?
- Have you been deliberate in your choice of texts, songs, poems etc?
- How do you support children to keep up rather than catch up?