



Our Early Years Foundation Stage Curriculum

In the Early Years Foundation Stage at Wickham Church of England Primary School, we offer an exciting, stimulating curriculum, which often begins with the interests of the children. We have high ambitions for all of our children, recognising that they have different starting points in their learning and experiences.

We strive to ensure all children are happy, confident, well-rounded individuals who possess a love for learning. We achieve this through our exciting and balanced curriculum, where rich texts are used to widen vocabulary and enrich learning. Our weekly 'Book Hook' enables children's natural creativity and curiosity to flourish, alongside providing purposeful acquisition of skills, knowledge and experiences of different cultures and worlds that they may not have encountered yet.

Outdoor learning is a key feature of our curriculum and we make the most out of the wonderful environment which we are lucky to have around our school. We encourage children to actively take part in leading their own learning to develop their confidence in all areas; risk taking, negotiating, working collaboratively and independently and developing resilience. It is important that our children know that learning can be difficult at times and our curriculum strives to provide them with the courage and skills to persevere in school and beyond.

We believe in providing an education which provides rich opportunities for children to learn about and respect themselves, each other and the wider community through first hand memorable experiences and an engaging, safe and stimulating learning environment.

Children learn through a balance of adult led and child-initiated experiences which aim to develop play and exploration, active learning and creative and critical thinking ready to succeed in an ever-changing world.

Our 8 Curriculum Goals

Settle in	Settle in and become a confident learner
Plan and make	Plan and make a multi-media model to support their story telling
Follow	Follow a recipe to make their own snacks
Create	Create a habitat for a character to survive in
Make up	Make up a collaborative story with a group of peers and enact it using props
Write	Write a simple story to enact with their friends
Investigate	Investigate how to grow their own food to make a healthy lunch for the Church community
Solve	Solve how much food is needed to feed the Church community and when to plant it

1. Settle in and become a confident learner

First milestone: children make a strong relationship with the adults in the class. Increasingly, they separate confidently from their parent at the start of the day and become involved in their discovery time. They use their teachers as a 'secure base' throughout the day, 'touching base' as/when needed. Children have clear and consistent routines which they will begin to recall.

Where children need individualised and additional help, this will be offered promptly. Help includes: individual meetings with parents to map a way forward; Early Help support for parenting (ELSA); As children grow in confidence, their involvement in discovery time activities deepens. They explore a wider range of activities. They are involved and concentrated in their learning. They play alongside friends. They play collaboratively. They begin to share their 'pretend play' with new friends.

Second milestone: children take part in pretend play, communicating and negotiating with their friends. Children show respect by knowing and follow routines well. Routines in turn will promote the development of their working memory and ability to hold new information.

As children's engagement and perseverance grows, they show more courage in either challenging themselves with difficult activities, or they respond positively to adults challenging them. Children will begin to resist impulses and regulate emotions Where needed, interventions will be given such as Bucket time and indentiplay.

Third milestone: children persevere with difficulties. They make comments about their learning and practice their new phonics learning within their play, showing pleasure/pride in what they have done. Children begin to show mental flexibility, and can change their focus when their situation changes.

As children play and learn more collaboratively, over longer time periods, and taking part in more challenging activities, they talk about and reflect on their learning. "What are you learning?" - *"I'm learning how to make a steeper ramp for my cars"*

Final milestone: Children show pride in what they have learnt and are eager to learn more. They have developed a love of learning. They are not afraid to have a go and begin to verbalise their problem solving. They use trick box to reflect on what helps them to persevere through difficulties and what helps them when they find things hard. Children show they are developing their independence and executive function.

2. Plan and make a multi-media model to support their story telling.

First milestone:

Children select different coloured pens and pencils to draw simple pictures. Children explore using one-handed tools such as: one-handed scissors, glue and masking tape to join things together. Children will also begin to manoeuvre the crates, tyres, planks and signs in the outdoor area to create desired shapes and constructions.

With adult support, children learn how to use these tools correctly and understand their use. Children learn where to access these tools and begin to understand how to use tools safely and are supported to do so by the adults. Children use scissors, glue and masking tape to join paper or their drawings together.

Second milestone: Children explore the benefits of different materials. They will experiment their properties through adult initiated tasks e.g creating a parachute, floating and sinking experiments. Children confidently use tools to create changes in materials e.g. hole punchers and scissors, sellotape, pegs. Children are given access to different painting tools, e.g paint rollers, sponges and large paint brushes.

As children grow in confidence, they are introduced to hole punchers, string and sellotape and shown how to use these safely. They will begin to explore different uses for hole punchers e.g using string to join paper together to create a book.

Children will know where to access different materials and begin to combine materials on to their drawings to create a multimedia art, e.g sticking cotton wool over the bunny on their drawing. Children will select the appropriate painting tool for the task.

Third milestone: children have repeated experiences at the modelling table. They think about what they are creating and how they want it to look e.g. "I'm making a car, it has four wheels." They are influenced to plan and draw their model, before making it.

They have an idea of what they want to make and how they want it to look. They will be able to verbally talk about the plan that they are making. Children will be able to articulate what materials they could use for each part of their model and how they will join it together.

Final milestone: children plan the model they need to make based on their story. They choose the materials they want to use, shape materials with tools, and join materials together.

3. Follow a recipe to make their own snacks.

First milestone: With adult support, children mix different ingredients, including: sand and water, and flour and water to make simple playdough. They use the following tools: wooden spoons, sieves, scoops, rolling pins, cookie cutters and knives. They explore different ingredients and follow simple recipes in areas such as the mud kitchen.

As children take part in these activities, they become more precise in using scoops (filling the scoop carefully to the top); they count the scoops as they tip them out; they use a wide range of different-sized buckets, tins and other containers. Children become confident in prepare their own snack at snack time e.g. peeling their fruits and opening (twisting) their milk bottle top.

Second milestone: in a small group, children follow the steps in making a microwavable snack with an adult. The adult draws children's attention to the recipe card. With adult help, children use measures (teaspoon, tablespoon, cup etc) and tip in the ingredients. With adult help, they knead and mould the snack to the desired shape. With adult help, they may roll the snacks into small balls and flatten. They help to cook these using time references on the microwave and reflect on the process and the health and safety involved.

As children become more used to making the snack, the adult reduces their support for the group. Children reflect on the healthy choices whilst making their snack. Children also mix other substances together carefully, with adult guidance, e.g. mixing water and powder paint.

Third milestone: They independently fill measures carefully to the top (teaspoon, tablespoon, cup etc). They recognise the numerals in the recipe card. When they count out quantities (e.g. 3 teaspoons of salt) they say the numbers in the correct order (1-2-3) and they know that the last number they say (3) is the total number of spoonfuls they have added.

As children become more independent, there is minimal adult support as they follow recipe cards and follow paint mixing routines.

Final milestone: children follow the steps of a recipe independently. They measure ingredients, mix them, use the microwave safely and create their own snack by following the given recipe.

4. Create a suitable habitat for a character to survive in.	
First Milestone: Children explore diverse habitats of creatures. They use their observational skills to describe habitats, such as: dark, damp, dry, cold, hot, muddy, sandy etc. They begin to make connections between different habitats and their prior knowledge such as snowy places and Christmas time, and beaches and summer time. Children are showing interests in building dens for themselves.	Children develop their knowledge of a range of creatures and where they live; Through story book hooks, they are exposed to diverse habitats and begin to understand where different animals live and why. For example, through the story super worm, they acknowledge that worms and slugs live in dark, damp places and create wormery's. They explore this notion through experiential play, such as digging in the mud pit and seeing what creatures they find.
Second Milestone: Children make comparisons between similar and different habitats and can begin to explain how creatures are adapted to their habitat. Children are showing more reasoning within their junk modelling and construction projects. They prove their developing spatial awareness through the appropriate sizing of their constructions in comparison to the purpose.	Children can observe the adaptations that different creatures have and begin to explain why these are suited to their habitats. For example, they may notice that polar bears have thick fur and a layer of blubber to provide insulation, therefore they are adapted to living in cold environments where there is ice and snow. Children will develop this understanding through weekly welly walks and observing the change in weather, furthermore, noticing how humans also adapt to change in weather, as our clothes change throughout the year.
Third milestone: Children create habitats for designated characters in a story. Children express their creativity and understanding of a character through talk. They are able to explain features of their habitats, whilst still developing their crafting skills.	As children become more confident in their understanding of creatures and their habitats, they begin to select materials and create habitats for specific characters in a story. Such as the Owls from Owl Babies, or farm animals from the story Farmer Duck. During this process, children will follow adult guidance about the sorts of materials they might want to use and why, but will utilise their problem solving skills to decide on their final materials and begin to start planning how their ideas will come to fruition.
Final milestone: connecting all their knowledge about the wider world and expressive arts and design, children will plan, create and evaluate a suitable habitat for a character of their choice. Children will identify the features and needs of the character in order to purposefully plan and select materials for a desired effect. Children will talk with confidence about their habitat and be able to answer questions such as 'why does it need to be dark?' 'How did you connect this?' 'What is this box for?'	

5. Make up a collaborative story with a group of peers and enact it using props

First milestone: children take part in pretend play, making up or developing a story.

Children may begin by pretend-playing on their own with small world, such as farm animals, dinosaurs or graffiti dolls. They may put on a costume to become a superhero or another character. Over time, their play becomes more complex. They are able to play with other children, developing the play together (e.g. deciding who will play what role in the home corner, or telling a story with the graphite dolls, where different graphite dolls have different characters).
Children listen and reread stories read by the teacher and develop their recall skills.

Second milestone: children take part in 'Book Talk' and 'Chatterbox time'. They respond to the features of stories. Children engage in number rhymes with props and join in with the actions.

As children become more used to interactive reading, they ask questions and make links between what happens in the story and their own experiences. Children join in with rhymes and songs e.g. repeating words or following actions. Children play with props to retell familiar stories. They may make up their own stories, including use of the 'Helicopter Story' approach.

Third milestone: children take part in telling a story using the 'Helicopter Story' approach. 'Chatter-box' and 'listen-box' time allows children to become more involved in targeted group discussions and negotiations with peers.

Children begin to adapt to and identify different roles and characters and negotiate with peers to take on roles. They identify where additional props are required and with adult support find or create simple models/props. Negotiations and discussions are becoming more articulate, and children will explain their thoughts and ideas mainly to adults but also to peers.

Final milestone: Through positive sense of self, children play co-operatively and imaginatively with peers. Children are able to collaboratively develop the characters, setting, problem and solution for their story. They negotiate and plan with peers about the models they need and want to create to aid storytelling, sharing ideas and listening to peer ideas. They tell their story to an adult to write down (helicopter Story Approach) before re-enacting it to one or more people.

6. Write a simple story to enact with their friends

First milestone: as children's mark making develops they make more small controlled movements and can draw lines and circles. They can distinguish between these marks e.g. 'line, circle, zig zag' etc. They begin to use anticlockwise movements and retrace vertical lines. Children are familiar with language of directionality such as 'up, down, round and round.' Children can find their name card and are look at it when attempting to write their name. Children will begin to read CVC words, tricky words and simple sentences.

As children use their name cards repeatedly and becoming familiar with the Little Wandle formation strategies they become more confident in attempting to recognise and form letters. Some children will begin to form recognisable letters. Where children are struggling to form a tripod grip, adults will identify barriers and respond through appropriate activities e.g. funky finger interventions.

Second milestone:
As children become more confident in forming letters, they begin to develop their fluency through their discovery time. They show pride in their effort and talk about their writing with others, using their phonics knowledge to support their efforts e.g. "That says pin look 'p-i-n, pin' Children will be more fluent reading sentences independently and develop an understanding of features in a sentence e.g. spaces, full stops and capital letters.

Children will begin to practice writing the letters they are confident with to create CVC words during their discovery time. When appropriate, adults will influence children to write and children will be enthused by these challenges. Where children are struggling to recall their phonics adults will provide scaffolds throughout the environment such as sound mats. Some children may have additional phonics interventions to bridge any gaps in phonic knowledge.

Third milestone:
As children become more confident reading words and recognising tricky words they will begin to form simple sentences about a picture by ordering word cards. 'A cat on a mat'.

Children will be challenged to write out sentence themselves. They will be reminded of the need for spaces between words. Teachers will model making mistakes in writing to influence children to persevere while writing and to feel pride in what they achieve.

Final milestone: children hold their pen or pencil with a comfortable grip and write simple sentences which tell their story. They will segment their words and write their letters clearly with correct directionality, on a plain piece of paper. Children will read back what they have written to an adult.

7. Investigate how to grow their own food to make a healthy lunch for the Church community.

First milestone: As children settle into their environment, they will begin to explore the immediate resources within their environment. They will ask simple questions about how to use things and become fascinated in how things work, beginning to develop cutting skills from repetitive use. Children will be introduced to our allotment and shown how to use the shovel for digging.

Adults will model language to the children- such as questioning and modelling aloud how our minds wonder. Children will be shown how to use equipment but also encouraged to try and sometimes fail in different ways. Children will learn about safety and why we have rules. They will investigate change in materials while making their own playdough. They will explore the allotment and use garden scissors and a spade to harvest vegetables from the summer crop.

Second milestone: Through stories, children will identify the need for a healthy diet. They will be enthused to try new foods and identify what they like and dislike. They will become aware of some different types of food around the world and where certain fruit and vegetables come from and how they grow. Children will begin to experiment at their snack table how to chop different fruits and how to make their microwave snacks healthier.

Children will increase their knowledge of the changes in weather over the year through their weekly welly walks and learning memorable songs. Through a cress experiment, children will explore what plants need to grow. Children will be immersed in their learning through the reward of eating their cress afterwards. As their fascinations grow, children will be introduced to different fruits and vegetables through shop role play and stories such as 'Handas Surprise'. They will begin to identify which fruits and vegetables they want to grow this year and plan what meals could come from each.

Third milestone: Children will plant their own seeds and actively learn how to grow their own fruits and vegetables such as potatoes and carrots. They will identify differing opinions and write letters to the church community to help them plan their lunch to inform them on which vegetables to grow.

They will be competent in their digging skills now, using a shovel correctly and safely. Children will use their knowledge of weather patterns to estimate when we need to plant our vegetables. Adults will initiate the children to take responsibility for watering and taking care of the crops they grow, using a calendar to help them plan and schedule watering timings.

Final Milestone: Children will harvest their crop, wash it, and prepare it in a dish to serve. They will walk safely down to the church to share their food. Children will be able to articulate how they grew and made their food to members of the Church Community.

8. Solve how much food is needed to feed the Church community and when to plant it.

First milestone: Children will begin to notice maths all around the environment. As they become confident in their environment, they will start to unconsciously practice maths during their discovery time; to measure heights, sort resources and count objects.

In the maths area, children will be exposed to maths resources from Ks1 in order for them to explore number with new, concrete representations. Through adult initiated challenges and games, children will be challenged to utilise and embed their developing maths skills during their discovery time.

Second milestone: Children will have a developing sense of time. They will be confident in counting up to 20 and efficient in sharing a group of objects equally between 3, as well as measuring using non-standard measures whilst following recipes. They will be immersed in the thrill of solving problems and challenges throughout their provision.

During stories and discovery time, children will recognise and identify shapes and become competent in sharing out their toys and measuring out ingredients when making playdoh or snacks in the snack bar- with picture cues for support. Children will begin to develop a sense of time through the use of sand timers, daily routines and focused teaching of the days of the week, months and seasons of the years.

Third milestone: Children will independently predict how much of each crop they will need to plant based on their developing understanding of the value of number. They will unpick the problem with an adult and suggest their own solutions on how we could solve it.

Through cutting, halving and sharing fruit and vegetables, children will create an understanding of the size value of each crop for instants- a pepper could be enough to feed 4 but a potato will only feed 1. Children will be introduced to simple maths based problems within their maths lessons. They will develop skills to unpick these problems with help from an adult.

Final Milestone: Children will successfully plant, grow and harvest their crop in time for the Church event. They will have calculated enough to feed all the attendees and share and sort the vegetables out evenly amongst the different dishes.