



## **EYFS Curriculum Report 2021-2022**

This year we have worked hard creating a bespoke curriculum for our pupils in nursery and reception. Our curriculum has been developed and adapted over the school year to meet the individual needs of all children. Our curriculum has been written to link the EYFS and the characteristics of effective learning together in a fun and child-centred way, incorporating key experiences for our pupils across the year.

As part of our newly developed curriculum we have planned a range of experiences for children across the school year. The children have had a fantastic year and have made staff and families extremely proud with all of their hard work and their passion for learning. Here are some of the experiences that the children in EYFS have enjoyed throughout the year.

### **Learning Opportunities**

#### **Black History Month**

As part of 'Black History Month' children in EYFS enjoyed learning about the life of Rosa Parks. They talked about and acted out segregation. The children experienced segregation based on gender and appearance and they felt that it was unfair.



The children also created some fantastic Alma Thomas inspired artwork. They used autumn colours and circles to create their own take on 'Springtime in Washington'. They called their masterpiece 'Autumn time in Smith's Wood'.



#### **Diwali**

As part of our work on 'Celebrations and Festivals' the children enjoyed learning all about Diwali. The children got involved in lots of Diwali preparations. This included cleaning our classroom and outdoor area, creating a Rangoli pattern for our entrance door to bring us good luck, some observational drawings of flowers used to decorate and role play related to the story of Rama and Sita.



### Remembrance Day

For Remembrance Day everyone in EYFS took part in a two-minute silence and learned all about the symbolism of the poppy. We created our own poppies and wore them with pride.



### British Science Week

During British Science week, the children were very excited to receive a special delivery of caterpillars. They enjoyed looking after the caterpillars and watching them grow. They watched all stages of the life cycle and then let the butterflies go into the beautiful outdoors.

We read the story of 'The Very Hungry Caterpillar' and the children enjoyed retelling the story using props. The children really enjoyed looking for and observing other minibeasts in our outdoor area.



### Snow Fun

EYFS welcomed December with snow! The children enjoyed watching a clip of 'The Snowman' and then went outside and made their very own snowman and dog (as well as throwing a few snowballs!). The children imagined where the snowman and his dog could go on their adventures and articulated some fantastic ideas. To end a fun filled day the children and staff warmed up with a cup of hot chocolate.



### Christmas Celebrations

The children in EYFS have had lots of fun preparing for Christmas. They re-enacted the Christmas story, wrote letters to Santa and made gifts and decorations which they delivered to some of our MAC family schools.



The children also enjoyed a special treat of watching a pantomime. Children and staff all enjoyed watching Cinderella.





### Queen's Platinum Jubilee

The children came to school wearing red, white and blue as we celebrated the Queen's Platinum Jubilee! The children enjoyed a delicious street party picnic and even received a visit from Queen Elizabeth II herself! Along with her very well behaved corgi!



### A Celebration of Baptism

The children and staff thoroughly enjoyed going to Church to watch one of the children in Reception get Baptised. She was surrounded by her family and friends for this very special occasion and continued the celebrations with a party back in school.



### Sports Day

Early years parents and carers came to watch their children take part in a very successful sports day. The children were involved in several events and showed great sportsmanship and team work. It was lovely to see how much the children enjoyed themselves and the adults were cheering them all on. All children tried their very best and had fun.



## **Key Initiates - Supporting Learning**

### Communication and Language

Speech and Language continues to be an important focus and this year has seen another successful year of support, intervention and great impact. Children across EYFS were all screened to check their understanding of language using Wellcomm. The children identified as working below age related expectations received targeted support and the Wellcomm strategies were also delivered during whole class teaching. The children in Reception were also screened using Nuffield Early Language Intervention and the children identified as requiring additional support received weekly intervention.

### Handwriting

After lots of research we decided to implement and trial kinetic letters handwriting scheme in Reception. The scheme addresses both the physical and cognitive demands of learning to write. It builds children's strength through specific activities and working positions, at the same time developing the brain through multi-sensory experiences. The children have thoroughly enjoyed using kinetic letters and it is an initiative we will continue to implement and embed into our early years practice.

## St John's Year of Reading

One of our whole school priorities this year has been focused on reading. Developing a love of books and reading is extremely important in early years. Throughout the year we have audited our environment and resources and have used this information as well as children's interests and data to adapt our environment and teaching focus. Reading continues to be a priority for us and we are always reflecting on what we do to enable us to improve.



### Phonics and Early Reading

In September we introduced a new phonics scheme called 'Sounds Write'. Staff received intensive training in order to teach this new programme consistently and with fidelity. Sounds Write is a highly-structured, multi sensory approach to teaching children to read and write and the children in Reception have thoroughly enjoyed the lessons. The impact of implementing Sounds Write has been extremely positive and we are excited to continue this journey,



### Red Ted Initiative

The Red Ted reward system has been designed to encourage children to read at home and is centred around a teddy bear called **RED TED**. Reception are part of this new initiative. At St John the Baptist School, we know that children who read with their parents/carers develop reading skills much more quickly and develop a love of reading that can last a lifetime. We recognise the really important role parents have and wanted to support this in every way possible, hence introducing this scheme in the hope that it would motivate children to read at home. Children have to collect stamps for reading at home and once they have received 8 stamps they are able to earn their first reward, a Red Ted teddy bear. Reception children kept their Red Teds in school and it became their reading buddy.



### Vending Machine



Once children had received their Red Ted they were able to work towards their next reward. This included collecting a reading badge to add to their Red Ted and a golden token which enables them to choose a book from our book vending machine.

The enthusiasm from the children was amazing and we were really impressed with the amount of children reading at home.



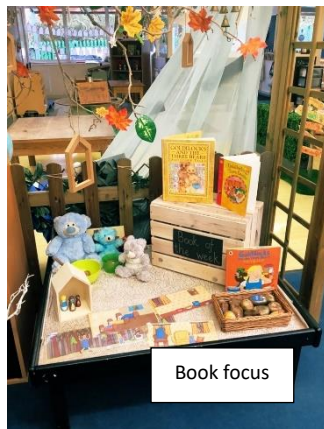
Reading is always a high priority in early years and we have implemented new strategies to support children to develop a love of reading. Storytime is a daily occurrence and there are always reading for pleasure opportunities. Adults model reading and sharing books to the children and support parents to support their children at home. Take a look at some of the other reading opportunities that have taken place in early years.



## Other Reading Opportunities



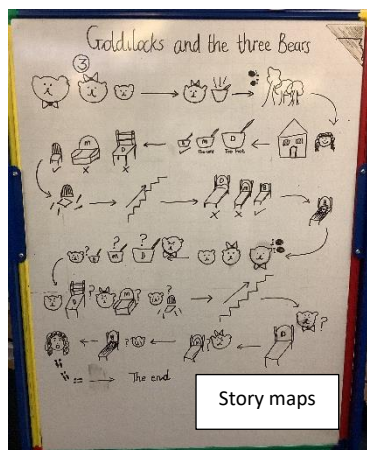
Story time



Book focus



Reading outdoors



Story maps



World Book Day



Visiting the library



Sharing stories



Book vote



Story string

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July 2022