

Supporting your EYFS curriculum

From September 2020



Information for leaders, including governors

**Slough Borough Council
Children, Learning and Skills Directorate
Early Years and Prevention Service**

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Recovery curriculum: have some non-negotiables!

Schools need to consider the five losses. They are routine, structure, friendship, opportunity and freedom. Below are just some examples.

Relationships: No one can expect children to return joyfully. Many of the relationships that were strong may need to be developed once again and restored. Plan for this to happen as you cannot assume that they will. From the beginning of the day consider:

- Greeting the children and show them you are pleased to see them. Under the current social distancing requirements you will need to have procedures in place to support parents with drop off and pick up arrangements.
- A timetable shared visually and shared with children, so they feel secure and know what's happening.
- Learn how to say the children's name and use it throughout the day.
- Show where they leave their clothes and label their peg so they feel they belong.
- Remind the children to have a drink, snack and food so they see you caring for their physical needs.
- Show interest in and give attention to what the children are doing when settling down.
- Let children be the leader in deciding what to play.
- Stay connected with the children by talking with them or having them help with the activity
- Find acceptable ways for children to vent anger, like drawing an angry picture, running outside or tossing a pillow on the floor.



- Label your own feelings "I am happy because you have arrived today," or, "I am sad that my son had to stay at home." Children should know that you have feelings too, and model ways to cope with them so you can feel better.
- Accepting the children's feelings increases the chances they will share more with you. 'I can see you are sad today, how can I help you?'
- Emotional literacy is going to be really important and having space for children to withdraw to and resources to support recognising and talking about emotions if they do not already have this as part of the day to day environment
- Provide children with opportunities to develop relationships with their peers. If appropriate suggest children turn to peers for assistance or to get answers to their questions: "I see you are thinking how to make a taller tower with the bricks? Why don't you ask Manjot? I just saw him trying to build one of his own a few minutes ago."
- Asking children to imagine how their behaviour might affect others: "I see that you asked Jameela that she can play ball with you - well done - I think that's made her feel really happy.'
- Encourage children to work in groups or as teams, when appropriate: "Ahmed and John can help me put the cars away, then you can help me get snack ready."
- Helping children to see others' points of view will encourage empathy: "Casey is feeling sad because his mum had to go."
- Conversations at lunch are good, even if children are engrossed in eating, talk about food and what they have been eating at home at this difficult time.
- Specific praise for children is important throughout the day. Help them get to know the rules of the setting by making positive comments about how they are doing things correctly. 'Simone you are using the knife and fork safely.'
- Children love to be mini adults so give them "jobs" they can handle; this will have a positive impact on their self-esteem and independence.

- When leaving for home - remind the children where their pegs are and what they need to take home. Give instructions in steps and gesture or support with photos to help with understanding. Suggest something they could share with their parent/carers - a moment of kindness, a piece of work, something they built, some new words they used etc.
- Make sure you say you look forward to seeing them all the next time they come to the setting, wave goodbye, smile!



Community recollection: we must recognise that curriculum will have been living at home for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage the children in the transitioning of learning back into school.

Give the children opportunities to:

- Tell you what they did whilst at home and use that as a learning opportunity
- Tell you what may have happened whilst at home.

Remember the children may share information that will need to be handled sensitively. If required follow your schools safeguarding processes.

Transparent Curriculum: all children will feel like they have lost time in learning through purposeful play and with their friends. We must show them how we are addressing these gaps, consulting and co-constructing with our young children to heal this sense of loss. It will be important for staff to consider appropriate 'catch up' curriculum, particularly for SEND, vulnerable and disadvantaged.

Make sure it's based on the:

- Statutory framework - all areas of learning and characteristics of effective learning
- What else it is supplemented by (e.g. Cornerstones/ development matters/Early Years Outcomes)
- Conversations with children to capture their voice and if required explain why certain play opportunities may not be available at this time
- What else are you doing to make the children feel safe - helping them understand and follow routines of; how to keep clean and reduce the risk of the infection, have more fresh air and time outdoors and windows open inside.

Metacognition

In different environments, children will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our children to reskill and rebuild their confidence as learners. Being outside reduces the risk of infection 20X less.

Space: to be, to rediscover self, and to find their voice on learning in this issue. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations, which includes the characteristics of effective learning. Creating 'time' and considering what children have missed and will need to have experience of before they can move on.

Slough early years development have done considerable work on this and have developed a toolkit - that can be found on '[thelink](#)' website as well as additional support with their excellent and well thought out 'early learning bursts.' [STEER](#)



EYFS: What leaders and governors should know and be informed of

Governors/leaders should know:

- the statutory EYFS curriculum (the learning and development requirements) should be delivered, through play. (1.14 EYFS learning and development requirements).
- and should be able to articulate this during an inspection but should also be able to articulate any non-statutory guidance, such as Development Matters. This must be made clear on how this supports learning and development (for the Quality of education judgement). These documents show the schools 'Intent' (what you want the children to learn).
- Governors need to know how the Pupil Premium funding is used to effectively support children who have this entitlement. This additional support should provide impact measures.
- The curriculum will be assessed by Ofsted for **Intent**, **Implementation** and **Impact** through 'deep dives' in various subjects and areas of learning.
- **Intent means:** what you want children to know and remember
- **Implementation means:** how the curriculum is delivered through effective planning, with appropriate resources and by staff.
- **Impact means:** what the children have learnt and remembered

The seven areas of learning are: (the knowledge that children need to know for their next stage of learning)

Prime	Specific
1) Personal, social and emotional development	4) Literacy
2) Communication and language	5) Mathematics
3) Physical development	6) Knowledge and understanding of the world
	7) Expressive arts and design

Governors/leaders should know the seven areas of learning can be divided into sub sections called aspects; for example, Communication and Language (CL) is divided into the aspects of listening and attention, understanding and speaking.

It is important for leaders to know what attainment is like in all the aspects as this information will help them challenge what the school is doing to support good attainment across all aspects; especially if one aspect is weaker than the others and particularly if the aspects contribute to the Good Level of Development (GLD).

At the end of Reception, the level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs) based on a 'best fit' judgement.

Characteristic of effective learning

As well as areas of learning and development, there are the characteristics of effective learning - these are the skills which children will use in their future learning (EYFS 1.15 learning and development requirements)

They are:

- **playing and exploring:** children investigate and experience things, and 'have a go'
- **active learning:** children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically:** children have and develop their own ideas, make links between ideas, and develop strategies for doing things



Early Adopter Schools

This September 2020, some schools may have opted to be an Early Adopter school. These schools will use the new EYFS learning and development framework (see table below), which includes revised early learning goals and assessment processes. Governors will be informed by their school if they are an early adopter school.

In the Early Adopter learning and development framework are:

Area of learning (early adopter version Sept 2020)	Based on specific criteria for:
Communication and Language	Listening, attention and understanding and speaking
Personal, social and emotional development	Self-regulation, managing self and building relationships
Physical development	Gross motor skills and fine motor skills
Literacy	Comprehension, word reading and writing
Mathematics	Number and numerical patterns
Understanding of the world	Past and present, people culture and communities and the natural world
Expressive arts and design	Creating with materials and being imaginative and expressive

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately and provide opportunities for these to develop.

Governors should know the data for starting points of children in both nursery and reception as well as summative data to capture progress. Ofsted could ask you how these are attained.

It's important to work out what children can do according to the curriculum and ages and stages of the children. A holistic picture of the children is always important

Schools and settings are good at doing this - they usually do:

- Home visits
- 'All about me' forms completed with parents and/or carers
- Some innovation has been used via remote access and discussing their child.
- 'Doorstop visits' where the school staff still go to the children's home but discuss and meet the children on their doorstep.
- Schools and settings observe children within the first few weeks to see what children 'can do' so they can plan from their starting points in all areas of learning.

- Use the interests of the children to help the children learn from their starting points, also preferred learning styles will inform planning for next steps.
- If you have starting points - you can show the progress children have made during their time at the school.

Know where the children are starting from This can be done through observations - *a way of looking at and listening to children to find out how they are developing. You see what they like doing and what they are learning through their play and the experiences on offer.*

- Are they above/below or in line with the expectations for their age?
- Which are the areas of learning and development that need strengthening?
- Which are the more robust learning and development areas?
- Who are the children in the lowest performing groups in your setting? (lowest 20%)
- Where are your disadvantaged and SEN children starting from?

This helps staff plan for their needs using their interests to engage them in learning, providing staff have had the appropriate training to deliver the curriculum (learning and development).



For all to be aware of the reasonable endeavours and best endeavours (as set out by the DfE <https://foundationyears.org.uk/eyfs-statutory-framework>)

Continuous provision - a more controlled set due to COVID 19

There should be increased hand hygiene, wash children's hands for at least 20 seconds when they arrive at the setting and before they leave (as seen in the Slough 'Bursts for learning' and pandemic guidance).

This enables children to return to their explorations and consolidate their learning over the course of a day or a more extended period. It also allows children to make choices and initiate play without interaction with an adult. The characteristics of effective learning can be developed well through this provision both indoors and outdoors (children must have access to an outside learning environment). Vocabulary linked to learning should be ever present, especially during conversation with children to provide contextual reference.

Items in this area may need to be restricted under current guidance during COVID19 - ensure items are cleaned thoroughly between uses.

This can include a possible: - can you see them?

- literacy area – types of paper/pencils/a variety of brushes/clipboards/a reading
- area with books/phonics/letters. (Open out or stop using areas that are usually enclosed i.e. a book corner or dens)

- Music and movement area - plastic filled bottles/beaters/bells/CD player (cleaned after each session of use and between individual children)
- Malleable area - Air drying clay/play dough/clay tools, including rolling pins and cutters/other tools including mashers, plastic cutlery and a pestle and mortar/overalls, aprons or tabards/objects to press into clay or dough, such as shells, leaves, small world animals or figures
- Role play area - Variety of masks and costumes (including local jobs such as firefighters/police/doctors and nurses/ full length and handheld mirrors hats/glasses /shoes and boots/costume jewellery and accessories/real objects including packets and food, culturally relevant. (can use material and real clothes rather than purchased)
- Construction and small world area - Reclaimed materials/wooden blocks and tubes/pipes and guttering, tyres/crates/planks/cardboard boxes of various sizes/construction kits, such as Lego or K'NEX small world figures and animals/floor mats
- Small world buildings - castle, garage, farm, railway tracks, don't forget to add photographs and books
- Maths area - plastic or wooden numbers from 1-20/ tape measures/counters/clip counting blocks/number flash cards/plastic numbers and money/sorting trays/number lines/2-D shapes/3-D shapes/mirrors
- Investigation area - magnifying glasses/bug pots/white plastic cups/trays/torches/small world minibeasts/batteries/simple circuit kits/natural objects, such as log slices, twigs, shells, bones, seaweed, pebbles, slate pieces, pine cones, acorns, conkers and feathers, fleece or fur/man-made objects, such as mechanical artefacts and old appliances/microscope /books/clipboards and paper and individual white boards and pens for recording





- Sand/water/rice/pasta resources - a variety of spades and scoops/ladles/sieves and colanders/jugs/water mills plastic tubes/syringes/containers including jugs, kettles, bottles, cake trays, bowls, plant pots and mugs/objects that float objects that sink/mop and bucket (*Suspend activities such as sand and water play or cooking that pose a higher risk of cross-contamination*).
- Technology area - computer/iPads/laptop/radio/voice recorders/talk buttons/toys that light up or make sounds remote-controlled toys/a microscope /a light box
- Creative area - paint/ink/chalk/sponges and different brushes/clay/scissors/glue and tape/straws/buttons/beads/material ribbons and wool/boxes and recyclables.

Can you see the seven areas of learning through these?

Can you see the role of an adult - extending the vocabulary, role modelling language and skills as well giving comments and using questioning for children to move on in their learning?

The Ofsted definition of teaching will help you identify appropriate teaching in the Early Years. (page 33 in the Early years inspection handbook for Ofsted registered provision)

(Implementation)

During the year - governors and leaders should consider that assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support.

- How well children have settled (an important part of learning)?
- How well children have moved on in their learning - progress?
- Is the school/setting addressing the children's needs and reflecting the impact of support for individual and groups of children.
- Have children caught up closer to what is expected for their age? (attainment)
- Is the school developing those skills of characteristics of effective learning?
- By the end of the year how well have children done?
- Characteristics of effective learning are evidenced through observations in a child's learning journey.
- By the end of each term/year - what have children achieved, individually, for groups and by area of development with particular reference to SEN and disadvantaged children?
- How well have children achieved the early learning goals by the end of Reception? Are they in line with national or above?
- Can children recall their learning, talking and making connections and give explanations why they are doing something?
- How is pupil premium funding supporting the disadvantaged children to access the curriculum?
- How is the curriculum developed in order for SEN children to access it?
- How effective is learning information shared during transition?

(Impact)



Cultural capital

Ofsted states

'Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education. As part of making a judgment about the quality of education, inspectors will consider how well leaders use the curriculum to enhance the experience and opportunities available to children, particularly the most disadvantaged ...'

The EYFS curriculum and interactions with practitioners potentially makes all the difference to children. It is the role of the setting to help the children experience the awe and wonder of the world in which they live, through the seven areas of learning."

Early years providers should be confident that they are able to demonstrate how their provision shows children the "awe and wonder" of the world. Make sure that you and your colleagues feel confident talking about developing activities around the children's interests.

Use the knowledge from regular observations, work as key persons and what you know of the children's home lives to develop children's experiences and learning.

It may include:

- finding books on a child's favourite topic
- creating role-play activities that further their interest in a particular idea
- taking trips to the park
- or organising visits from community figures such as the police.
- take them to learn outdoors and take them to outdoor spaces



Support for parents at home (via the website)

The setting/schools' website should be supporting parents with your curriculum and how parents can help their child at home. Ofsted need to know about your curriculum how you are supporting your parents as well as your vision for the setting. This should be made clear to all.

Early reading and phonics

For Reception onwards there has been a statutory duty for schools to have a synthetic phonics system since 2006 (a method of teaching reading in which children are first taught the relationship between letters and the speech sounds they represent).

- Nursery - pre phonics play based activities and games help children to develop their auditory skills to distinguish sounds, awareness of rhyme and alliteration and the ability to blend and segment aurally.
- Reception - synthetic phonics - this has been statutory since 2006 - make sure you have one specific system - there are only a few synthetic systems such as Jolly Phonics, Letters and Sounds and Read Write Inc.
- This should be shared with parents so they can help their children at home with reading and given ideas on the settings website to support early reading.
- Story sacks - a **story sack** is a large cloth bag with a favourite children's book or song/nursery rhyme and supporting materials; which may include puppets, small world figures, visuals, numbers, masks, etc.

Early maths

There are six key areas of early mathematics learning, which collectively should provide everything children will encounter as they progress through their maths learning at primary school, and beyond:

- **Cardinality and counting:** understanding that the cardinal value of a number refers to the quantity, or 'how manyness' (conservation of number) of things it represents
- **Comparison:** understanding that comparing numbers involves knowing which numbers are worth more or less than each other
- **Composition:** understanding that one number can be made up from (composed from) two or more smaller numbers
- **Pattern:** looking for and finding patterns helps children notice and understand mathematical relationships
- **Shape and space:** understanding what happens when shapes move, or combine with other shapes, helps develop wider mathematical thinking*

- **Measures:** comparing different aspects such as length, weight and volume, as a preliminary to using units to compare later.

On the setting/school website, about the curriculum you should:

- Share your vision for the curriculum (**Intent**)
- Share which statutory and non-statutory documents you use (**Intent**)
- What and how the children access the learning and teaching - through play, inside and outside, balance with planned adult led and child-initiated opportunities.
- The vocabulary children should be helped to develop according to their age
- How parents can support the development of reading and mathematics
- Show how parents might be able to help with other parts of the curriculum (look at what slough early years have developed to support learning through their bursts of learning)
- Share other areas of learning and what parent could do at home to support them (e.g. growing vegetables/flowers - to support understanding of the world)
- Make sure the website is secure (as required by Keeping Children Safe in Education April 2020)

Slough's 'Bursts for learning' provide excellent home learning activities for each learning and development area



Appendix 1 - What do we want for our children?

Vision and Intent

Activity: cut and share these with stakeholders, enlarge if required

- 1) Decide your top 12 and discuss why and what we must have and then what we may want.
- 2) Decide your top 8 discuss and decide which ones will make sure the curriculum is appropriate for your children (you may want to change the language on these statements according to the schools needs.)

What we must have

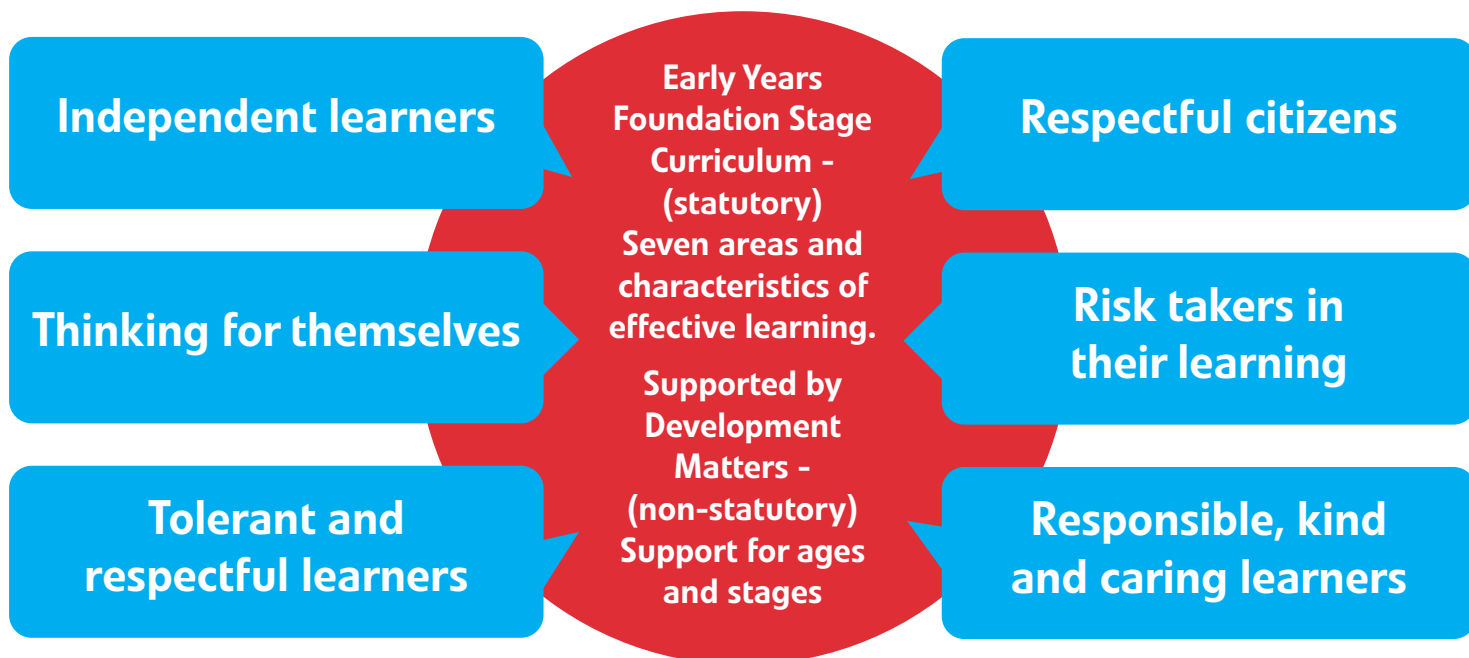
The EYFS statutory curriculum as the basis	Children being independent learners	All children improving in their learning	A curriculum that promotes tolerance and respect
Improved emotional wellbeing including resilience in learning	Support the development of children being physically active	Children recalling the knowledge that is imparted to them	Development of skills in investigation, exploration and thinking to help with in future learning

What we may/want

To use non-statutory guidance e.g. Development matters/Early Years Outcomes/Cornerstones	Children to act responsibly according to our spirituality and faith	Role models embedded in the curriculum regardless of background, ethnicity, race and gender	To use additional non statutory guidance for key stage 1 and 2, if required
Support for parents and children at home	An understanding of Britain's cultural heritage	Reading and mathematics is the main focus so children can read and do number work	Room for flexibility, monitoring and evaluation by administration

Appendix 2: an example of a vision on a school website (INTENT) - A. N. Other School

The stakeholders of the school agree this vision for the curriculum



Things that can be done at home

Nursery Activities	Activity
Personal development	Recognition of feelings and labelling them, happy sad, angry and calm (use a mirror to show their facial expressions).
Communication and language	Talk to your children and what you are going to do such as cook and cleaning.
Physical Development	Let them move themselves around picking up things and moving them for themselves.
Literacy	Read stories with your child - use books with pictures to share.
Mathematics	Count real objects such as cars, pencils, stairs, shoes and clothes.
Understanding of the world	Going to the park and recognising plants, flowers, animals and trees. Recognising the role of technology at home because this helps children to identify the different types of technology and what they are useful for such as phones, televisions ipads and computers.
Expressive arts and design	Recognising colours, including sounds like sirens of police and ambulances. patterns, movement and different tools and techniques such as wooden spoons, brushes and the shape of movement that can be made.

Reception activities	Activity
Personal development	Fill a box with some favourite and unfamiliar objects. Talk to your child about what they like/dislike about each one and why they might be feeling like that.
Communication and language	Make lunch together and mentioned the name of objects such as scissors, knives, forks and the food you are using labelling different types of food.
Physical Development	Going to the park and climb, crawl, balance over apparatus. Help them clothe themselves in preparation for older years in school.
Literacy	Reading with your child - books they are interested in and recognition of the first letter of their own name. Letter sounds and shapes of letters and let them write them (if they want to) - phonics.
Mathematics	Get children to count while in the car, the number of lampposts seen, people, traffic lights, trees and see if they can count up to double digits. Talk about time, minutes, hours, days, night and day.
Understanding of the world	Knowing some body parts - feet, hands, nose, eyes, ears and what they are used for (use smell and taste when cooking) 'can you smell that? What does it taste like?' Get them to recognise their five senses - 'listen to those birds, that siren.'
Expressive arts and design	Work with different shapes at their own pace to figure out the correct sequence of sizes and try and make various shapes and labelling them. Make bracelets, using their imaginations to create their own unique designs.

Websites

<https://www.evidenceforlearning.net/recoverycurriculum/>

Young Minds (2020) Coronavirus; the impact on young people with mental health needs
www.youngminds.org.uk

Education inspection framework

<https://www.gov.uk/government/publications/education-inspection-framework>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/828465/Early_year_s_inspection_handbook.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896810/EYFS_Early_Adopter_Framework.pdf

<https://www.ncetm.org.uk/resources/52500>

<https://www.eyalliance.org.uk/cultural-capital-eif-what-you-need-know>

