

Robertswood's Early Learning Aspirations

Curriculum

At Robertswood, we have a bespoke curriculum that we have planned in order to meet the needs of each individual child that attends our Nursery and Reception settings. Our curriculum plan is a flexible, ambitious document that is carefully sequenced to demonstrate everything we want the children to learn. To achieve this, we use the EYFS Statutory Framework that is organised into seven areas (3 prime and 4 specific) rather than subjects. In addition, Development Matters and Birth to Five are programmes of study that also guide our planning.

When developing these plans, we always consider the cultural capital of our children and their interests. This then informs the opportunities that we choose to provide them with and ensures that they can broaden their horizons with new experiences, ultimately providing them with an education that opens them to a new world of wonder and learning.

The EYFS framework outlines seven areas of learning and development and educational programmes. There are three **prime** areas of learning, which are particularly important for your child's development and future learning:

communication and language

personal, social and emotional development

physical development

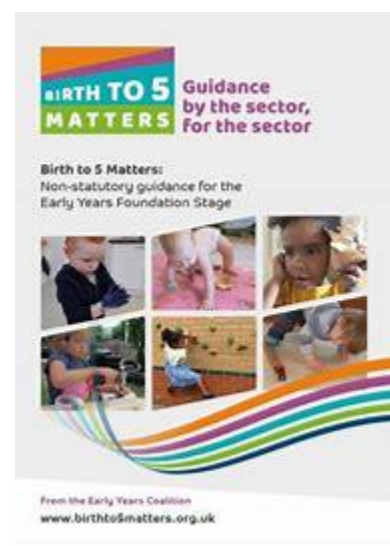
There are four **specific** areas of learning, through which the prime areas are strengthened and applied:

literacy

mathematics

understanding the world

expressive arts and design



The EYFS framework identifies the essential role of play in a child's development. Our environment provides opportunities and space for children to invent their own play. It is through both child-led play and play guided by an adult that children develop confidence and relationships with others. This then enables our staff to help the children to extend their vocabulary and develop their communication skills.

Characteristics of Effective Teaching and Learning

At Robertswood, the Characteristics of Effective Teaching and Learning (playing and exploring, active learning, creating and thinking critically) are evident when the children are playing and carrying out child-initiated learning in Maths, Literacy, Topic and Free Choosing. When planning our curriculum, we consider the different rates at which children develop and adjust our practice appropriately.



Activities are set up to allow the children to practise skills that they have been taught, but to also allow them to safely take risks, explore and learn things for themselves through play. In both our Nursery and Reception learning environments, we have indoor and outdoor areas that the children can explore. These areas have a range of continuous provision that is enhanced by the adults to promote curiosity, imagination and creativity.

Phonics

In Nursery, we begin teaching Twinkl phase 1. Phonics is taught in key worker groups and focuses on the seven stages (environmental sounds, instrumental sounds, body percussion, rhythm and rhyme, alliteration, voice sounds and oral blending and segmenting. At this stage, the focus is primarily on developing speaking and listening skills.

In Reception, we exclusively follow the Twinkl phonics scheme and teach phases 2, 3 and 4 throughout the year with the children being assessed at the beginning and end of each phase. The children take books that are relevant to the phonics that they have learned that day/week.

Literacy

In Nursery, Literacy is all topic based (see below). However, in Reception, we use Literacy Tree as a scheme that provides sequences to teach a variety of skills using fiction and non-fiction books. Children are taught to apply their phonics skills in these sessions. They also learn to retell stories and create their own pieces of fiction and non-fiction writing.

Maths

In Nursery, the principles of White Rose are embedded in our learning about early number. We use targeted Nursery assessments to ensure we are delivering early number in a way that develops the children's knowledge and understanding, relevant to their age.

In Reception, we follow White Rose Maths. This scheme has a real emphasis on Early Number as it is important that children develop a strong sense of numbers to 10 in order to provide them with the secure foundations that they will require as they move up the school. They also learn to understand the link between numbers and quantity and how to compose numbers and make relationships between them. All of this together allows them to achieve a clear understanding of what the numbers really mean.

Topics

In EYFS, topics are planned based on the needs of our children and to provide them with the skills and knowledge that they need as they move up through the school. In addition, we follow the interests of the children, and if there is something that a cohort is particularly interested in, we will plan lessons around their interests. This allows us to ignite and foster their passion for and love of learning.

Early Learning Aspirations

As a team, we have worked to create a list of seven aspirations that we hope our children in Nursery and Reception are able to achieve before transitioning to the next stage of their education. These seven aspirations are our top-level curricular goals and they are specific to the children at our school. They demonstrate what we want the children to experience, learn and be able to do. We provide the children with the opportunities to achieve these goals through our planning and continuous provision in the environment.

These aspirations cover a range of skills including imagining, questioning, managing, drawing, writing, creating and solving. Our seven goals are split into a further six strands which allows us to look at each child as an individual and to monitor the progress that they are making. In addition, they allow us to consider the skills that children need and how they can progress from Nursery to Reception. Our reason for this is that depth in learning matters and we believe that it is important to give children the opportunities to deepen their understanding rather than rushing.

Goal	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Imagine	The child can sit and show interest for 5 minutes whilst listening to a short story.	During a story, the child will join in with repeated refrain. After listening to a story, the child is able to recount some of the main events in their own words.	By this stage, the child is able to retell at least one familiar story in their own words and can use 3 different actions to act it out.	The child can listen for up to 10 minutes and follows along with a story. They can tell their own short story that is at least two sentences. When acting out, they will include actions.	By this point, the child can follow an unfamiliar story and suggest an action without being prompted.	The child uses the skills that they have developed in our Helicopter lessons to verbally tell a story with one main character, a clear setting and a simple problem. They can act out their own story.
Question	The child can follow a one-part instruction without it being repeated. For example, put on your coat.	The child is able to follow two-part instructions. For example, wash your hands and then line up at the door. Additionally, they can give a one-part instruction to their peers.	The child is able to give a two-part instruction to another child or adult. After following and giving instructions, they have developed the confidence to ask an adult a question 1:1.	Without prompting, will confidently ask a familiar adult a question. For example, may I go to the toilet? They know that they need to wait for a response to this.	Has developed the confidence to ask who, what, why and how questions to clarify understanding as part of a larger group. Through child-initiated learning, the child will become a curious learner and will find things that interests them.	They understand that asking a question means you want to find out more information. After finding things that interest them, they will be able to ask relevant questions using specific vocab to find out more.

Manage	At stage 1, the child knows how to wash their hands properly. They know to use water, soap and a paper towel/dryer.	Generally, they are able to deal with routines and can use appropriate behaviour. Shows growing independence in the classroom by hanging and collecting their own coat. They are able to then put it on without the help of an adult.	When going to the toilet, they can clean themselves properly. They recognise when to use the toilet. Has a good understanding of their presence in the classroom, will leave it tidy and knows when to say please and thank you.	The child understands the behaviour expectations and follows school's policy. The child knows the difference between right and wrong. They can regulate their own feelings and emotions.	Has shown ability to dress and undress themselves independently. The child knows that their shoes go on specific feet and they can put their shoes on correctly.	At this point, the child can manage their own belongings, get themselves ready independently and will show resilience when challenged.
Draw	When talking about themselves, the child can discuss features of a face including eyes, ears, mouth, nose.	When making marks, the child begins to give meaning. For example, they will point to a shape and say, "That is my mummy."	The child can draw at least 3 basic 2D shapes (triangle, square, rectangle, circle).	The child begins to consider the size of shapes that they are drawing in order to place some together to make a picture. E.g. One large rectangle with smaller rectangles to make a house with windows.	Draws pictures that have meaning and become increasingly recognisable. They show interest in what they are drawing and will spend at least 3 minutes completing it showing care and accuracy.	Gross and fine motor skills will be fully developed. The child will be able to use a pencil to draw an accurate depiction of people, animals and buildings.

Write	The child recognises their own first name as part of self-registration and finding their peg.	Pencil grip is developing and the child is able to hold it to write the first letter of their name.	When writing, the child holds the pencil with some control and can write their first name. The goal at this point is for the child to be able to sign off a card (such as a Mother's Day card) with their name.	When writing, the child has more control over the pencil and can write their first name using a capital letter. They write their name on worksheets without being told to do so by an adult.	The child has the correct pencil grip and can accurately form most lowercase letters and some capital letters. The child can write captions for pictures. For example, they can describe a teddy using an adjective and will write soft toy.	By this point, the child will independently write a letter or postcard to inform someone about a trip or event. For example, the child can write a postcard to let a family member or friend know about a holiday. They will use capital letters, finger spaces and full stops in their sentences.
Create	The child can name at least 7 basic colours. Red, orange, yellow, green, blue, pink, purple, grey and black.	When creating, the child uses powder paint and water to explore shades and mixing to get a colour that they would like.	As part of the creative process, the child can choose at least 3 colours for a purpose. E.g. blue for the sky, yellow for the sand and green for the grass etc.	Confidently experiments with primary colours to make at least one new colour. The child is able to name this new colour. For example, if they mix yellow and blue, they can see the colour that has been made and know that it is green.	Knows that you can vary the shade when using watercolour paints. Understands that the colour will be lighter and less bright if you mix it with more water.	The child knows what primary colours they to mix in order to create a picture with a wide range of colours and shades. They can make 3 secondary colours.

Solve	When counting, the child can recite numbers up to 5. They can represent these numbers using their fingers.	When counting, the child can recite numbers up to 10 and recognise numbers to 5. They begin to use the vocabulary to describe size, length and weight. They can subitise numbers up to 3.	As part of daily indoor and outdoor play, the child can solve problems involving pattern and can group objects by colour shape and size. When grouping, the child accurately counts to 5. An example problem is there are 3 children and we only have 2 cups.	At this point, the child is counting using their finger and pointing to objects to count up to 10. They understand what one more and one less means.	The child recognises numbers up to 10 and can place the digits in order from smallest to biggest. They are able to find a picture and a corresponding number card for numbers to 10. They can subitise numbers to 6. They know that by putting two parts together it makes a whole.	By this point, the child can apply all of their mathematical learning to independently reason and solve a problem. For example, they can accurately measure out ingredients/liquids to make their own playdough.
-------	--	--	---	--	---	--

Assessment

Throughout the year, we continuously observe the children in the provision making adaptations to support their learning and interests. At various points in the year, the children are assessed using our baseline assessments. We have created our own Maths assessment which is in line with the White Rose Maths that we teach. For Phonics, we use the Twinkl assessments. Additionally, we use the six stages of our aspirations as checkpoints for each child. We use the data gathered from all of these assessments to inform the planning of our curriculum and to support transitions from Nursery to Reception and Reception to Year One.

At the end of the year, the children are assessed against the 17 aspects within the Early Learning Goals (ELG). This is known as the EYFS profile and will be shared with you at the end of Reception. It will inform you about your child's progress and whether they have met or are continuing to work towards the ELG.

