

Curriculum Ambitions for EYFS at Parkside Community Primary School

Curriculum Ambitions	For all pupils to be independent learners, not independent pupils	For all pupils to learn how to become resilient learners.	For all pupils to interact and engage in quality conversations enabling them to share their ideas effectively.	For pupils to develop the foundations of gross and fine motor skills	For pupils to develop a life-long love of reading
Reasoning	Learning about self-awareness, how to process things and self-regulation are skills needed to be able to function in today's modern world.	Due to the demographics of the school, pupils need to be taught how to process and reflect on both positive and negative experiences, learning how to adjust and adapt their emotions.	Proficient communication skills will enable pupils to have a voice and confidently engage in the world around them.	Physical experiences develop neurological, sensory and motor foundations necessary for feeling good in your body and comfortable in the world.	Reading brings profound and wide-ranging benefits that can have a lifelong positive impact on children's lives.
Progression of Skills	<ul style="list-style-type: none"> • To understand the routines of day • To freely access resources • To ask for help when needed • To recognise their own mistakes • To make decisions about their learning • To work collaboratively • To ask questions • To set their own standards and goals in their work • To identify their strengths and weaknesses 	<ul style="list-style-type: none"> • To talk about learning • To share their concerns • To ask for help when faced with a challenging situation • To not give up • To ask the adult for help with supporting their emotions • To develop ways to self-regulate 	<p>Use four strands of oracy</p> <p><u>Physical Voice</u> Pace of speech Clarity of pronunciation Voice projection</p> <p><u>Body Language</u> gesture & posture- Facial expression & eye contact</p> <p><u>Linguistic Vocabulary</u> Appropriate vocabulary choice</p> <p><u>Language</u> Register Grammar Cognitive</p> <p><u>Content</u> Cognitive Choice of content to convey meaning & intention</p> <p><u>Structure</u> Structure & organisation of talk</p> <p><u>Clarifying & summarising</u></p>	<ul style="list-style-type: none"> • To develop strength, co-ordination and positional awareness • To develop play movement with both objects and adults • To develop their core strength, stability, balance, spatial awareness, co-ordination and agility. • To develop fine motor control and precision • To develop gross and fine motor skills while exploring small world activities, puzzles, arts and crafts and the 	<p>To develop comprehension skills using the PEER approach</p> <div style="background-color: #ffe0b2; padding: 10px; margin: 10px 0;"> <ul style="list-style-type: none"> • Prompt the child to say something about the book; • Evaluate their response; • Expand their response by rephrasing or adding information to it; and • Repeat the prompt to help them learn from the expansion.¹² </div> <ul style="list-style-type: none"> • To use a systematic approach to the teaching of phonics • To provide support for parents to

			<p>Seeking information & clarification through questioning</p> <p>Self-regulation Maintaining focus on task</p> <p>Reasoning Giving reasons to support views</p> <p>Social and Emotional Working with others Turn-taking</p> <p>Listening & responding Listening actively & responding appropriately</p> <p>Confidence in speaking Self-assurance</p> <p>Use elements of the SHREC approach</p> <ul style="list-style-type: none"> • Share attention • Respond • Expand • Conversation 	<p>practice of using small tools.</p>	<p>support reading at home</p>
<p>Experiences we could offer</p>	<ul style="list-style-type: none"> • Accessible learning zones • Opportunities to contribute to learning zones • Opportunities to work in different groupings • Use quiet area to help self-regulate 	<ul style="list-style-type: none"> • Introduce Gruffalo and Mouse • Use resources in quiet area • Key Worker groups • Opportunities for pupils to talk about their learning • Marking own work 	<ul style="list-style-type: none"> • Opportunities to learn a wide range of songs and rhymes • Provide parents with ideas to develop oracy skills through conversations • Use stem sentences • Read a wide range of text • Teach key vocabulary 	<ul style="list-style-type: none"> • Daily fine motor skills practise through Busy Fingers • Using a wide range of tools in the inside and outside environment • Use bikes and scooters • Use large and small apparatus • Handwriting scheme 	<ul style="list-style-type: none"> • Use of core text • Library visits • Home learning • Information for parents • Follow phonics scheme • Guided Reading • Individual reading • Story telling sessions

