



Homefield Early Years Principles

Research led and Evidence based Curriculum

We know that from birth to 5yrs is when a child's brain grows more rapidly than any other time in their life, making this stage vitally important for their development, wellbeing and learning. We believe that children learn best when they are happy, secure and confident. At Homefield we offer the children meaningful experiences through:

- Enriched social interactions
- Stimulating indoor & outdoor environments
- First hand experiences through visits and visitors

All of these opportunities and experiences are aimed to trigger children's natural curiosity. They will provide moments of 'awe & wonder', enabling children to become absorbed in uninterrupted play, allowing space problem solving, imagining and exploring the world around them



Birth to 5 Matters - A Unique Child

Characteristics of Effective Learning

Playing and Exploring

ENGAGEMENT

Finding out and exploring
Playing with what they know
Being willing to 'have a go'

Active Learning

MOTIVATION

Being involved and concentrating
Keep trying
Enjoying achieving what they set out to do

Creative and Critical Thinking

THINKING

Having their own ideas
Making links
Working with ideas

Areas of Learning and Development

Birth to 5 Matters Aspects

Prime Areas

Personal, Social and Emotional Development

Making Relationships
Sense of Self
Understanding Feelings

Physical Development

Moving and handling
Health and Self-care

Communication and Language

Listening and Attention
Understanding
Speaking

Specific Areas

Literacy

Reading
Writing

Mathematics

Mathematics

Understanding the World

People and Communities
The World
Technology

Expressive Arts and Design

Creating with Materials
Being Imaginative and Expressive

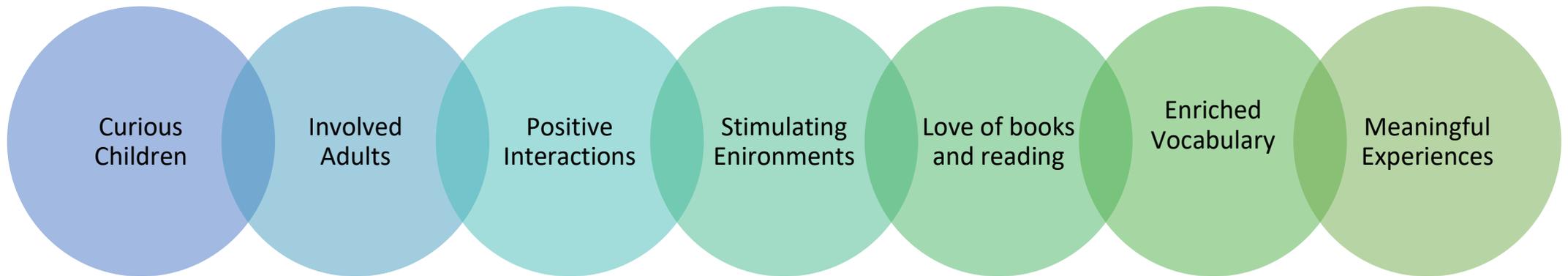


Homefield Firm Foundations

We understand that each child is unique; they do not all learn in the same way or at the same pace. Therefore we have adopted an holistic approach to our curriculum. This approach allows children to learn through play, enabling them to revisit and build upon prior knowledge, skills and ideas thus deepening their understanding over time.

We place high value on process over product and we use carefully planned provocations to ignite children's curiosity and introduce them to new concepts.

We have developed our curriculum from various pedagogical approaches and documents. The main documents that have guided us are 'Birth to 5 Matters (2021) and Development Matters (2021), as well as continually drawing from recent research such as 'Swellers Cognitive load theory'.



Insights Into a High-Quality Early Years Curriculum (2023)

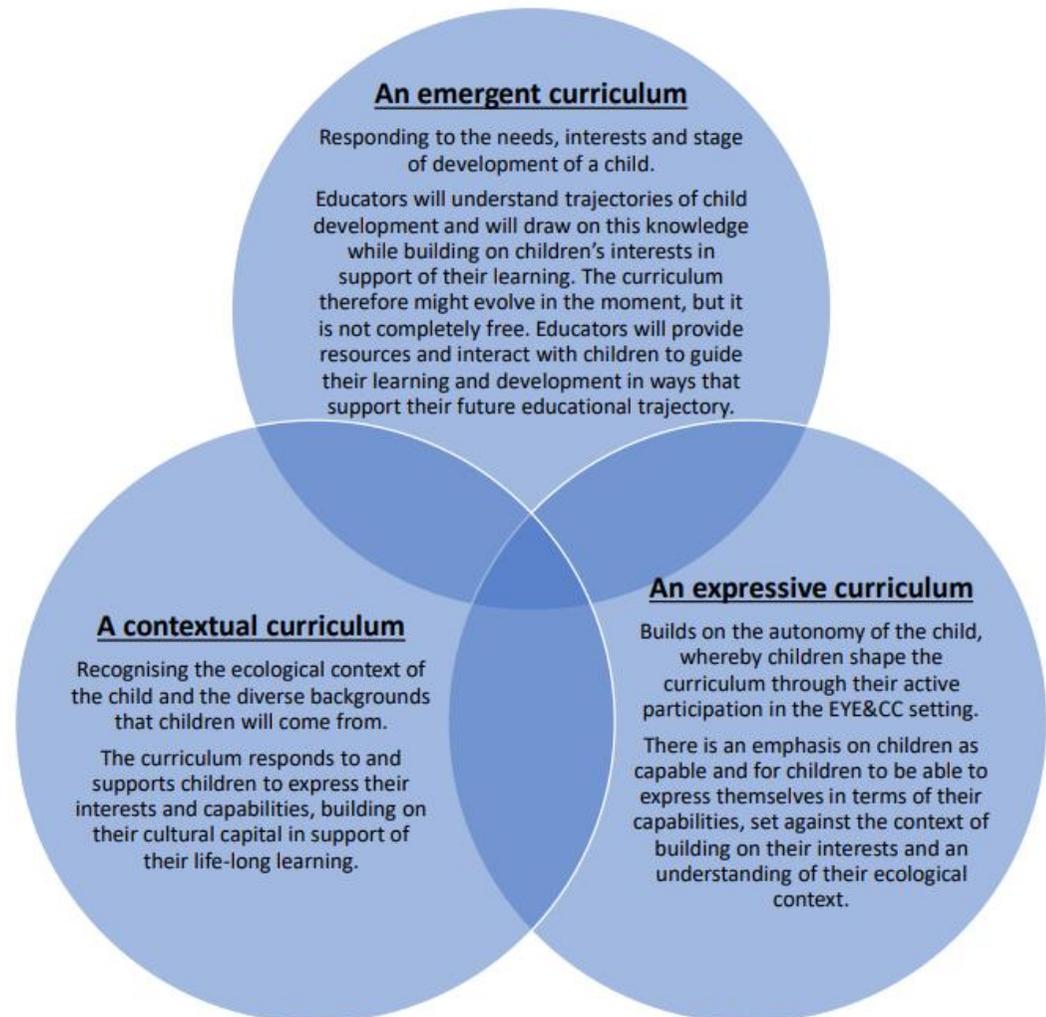
UNIVERSITY OF PLYMOUTH AND MONTESSORI GLOBAL EDUCATION

VERITY CAMPBELL-BARR, KATHERINE EVANS, JAN GEORGESON AND SASHA TREGENZA

A High-Quality Early Years Curriculum Is...

Key Findings

- **The early years curriculum is distinct from all other stages of education** and requires a clear definition to enable articulation. A typical curriculum sets out a course of study to enable the transmission of established knowledge and skills, but an early years curriculum is less prescriptive and more emergent and iterative.
- **The early years curriculum is an emergent, expressive and contextual curriculum**, with an emphasis on responding to the needs and interests of the child, offering autonomy of exploration in support of appropriate child development.
- **The early years curriculum is a collaborative curriculum**, where the pedagogy upholds an approach that follows the child and supports the child's expression through a collaboration between the child and the educator, and the educator and the family/community.
- **The early years curriculum is an integrated curriculum**, cutting across subjects, topics and forms of knowledge.
- **The knowledge and expertise of educators is central to the quality of an early years curriculum.** Educators utilise knowledge of child development in their interactions with children to support a personalised approach to learning that adapts environments, interactions and activities for an inclusive curriculum.
- **Curriculum in early years education is most strongly represented through practice**; it can be hard to articulate and would benefit from the development of a set of linked concepts. Current ways-of-speaking about the early years curriculum are more associated with pedagogy and need to be reframed to focus on curriculum.



HOMEFIELD EYFS CURRICULUM

Five Key Aspects of EYFS Curriculum: The Golden Threads



BELONGING

(Links to NC: PSHE, RE / EYFS: PSED, UtW)

Exploring the different communities they belong to – Family, School, Church, Cultural community, Local community.



WONDERFUL ME

(Links to NC Science, RE / EYFS: PSED, UtW)

Celebrating and valuing every child's uniqueness, building on their strengths and interests.



THE NATURAL WORLD

(Links to NC Science / EYFS: UtW)

Observing and exploring seasonal changes. Discovering different materials using our senses and exploring life cycles of plants and animals.



CREATIVE ME

(Links to NC Art & Design, Design and Technology / EYFS: EAD, PSED)

Celebrating joy of singing and making music. Supporting individual creativity using a range of materials and experiences.



BRADWELL AND BEYOND

(Links to NC History and Geography / EYFS: UtW)

Exploring where we live and features of our local area. Consider Bradwell in relation to the wider world.

Intent – Why we do, what we do.

Children need to have good communication skills, feel secure, develop independence and experience high levels of wellbeing in order to access learning. Quality learning takes place when the curriculum links to and builds from what children know and experience.

Implementation – How we do, what we do.

Plan and deliver a broad and balanced curriculum in an inspiring, language rich continuous and enhance provision both indoors and outdoor, supported by highly skilled adults, ensuring a balance between adult led and child initiated learning.

Impact – How we know it has been successful

Children feel happy, safe and secure having formed good relationships. Their levels of wellbeing and involvement are consistently high. They achieve a good level of development providing the strong foundations for Year 1.

SCHEMES AND STRATEGIES

Literacy:

Writing – Writing opportunities are offered throughout our provision both indoors and out. Story Dough and story scribing in Nursery and Drawing Club in Reception support language, vocabulary and a love of stories.

Reading – Key Texts have been carefully selected to promote the joy of reading and provide a diverse range of books. We promote a language rich environment where we encourage reading at home, we visit the school library and local library and retell stories daily (recall, act and sing).

Phonics – ‘FFT Success for all Phonics’ scheme. Phase 1 is taught in Nursery - tuning into sounds in the environment, rhyme, alliteration and hearing initial sounds with mark making opportunities offered through a range of sensory activities. Phase 1 continues into Reception and Phase 2 is introduced during the first term. Small groups allow for individual support to enable children to segment and blend, learning to read and write simple words. A phonics workshop for parents supports home learning and we send home copies of resources we use in class.

Maths: ‘Master The Curriculum’ in Nursery and Reception. This is a mastery approach which follows the same format as our school scheme, White Rose Maths. Early Years Maths opportunities are woven into every area of our continuous provision. We also use books, songs and rhymes to support our teaching. Adults will ask “What do you notice?” and “What do you see?”, rather than “How many?”. Home learning maths activities are provided.

PSED: Reception use the Jigsaw scheme, in line with the rest of the school, to support children’s social and life-long skills in an age appropriate manner. PSED is supported across Early Years daily, through play, conversations and directed input.

Communication and Language: We use WellComm, a speech and language tool kit, to identify early any children requiring additional support whilst in Reception. We have a focus on a vocabulary rich environment within our Early Years Classes. Our bespoke Curriculum has a major focus on vocabulary development in the context of real life experiences and well planned environments. High quality interactions with highly skilled staff create opportunities for language development each and every day.

RE: Norfolk agreed syllabus – Early Years (Reception - Statutory) – Pupils explore religion and world views in terms of important people, times, places and objects and visiting places of worship. They engage with religious stories which may raise puzzling and interesting questions. They are introduced to specialist words and explore religious beliefs, practices and forms of expression. Christianity plus one other religion or worldview will be introduced.

Music: Charanga is the main scheme used in school. Nursery and Reception enhance musical opportunities daily. We love to sing, engage in rhythm and rhyme sessions and musical story-telling, using instruments and body percussion. Opportunities to revisit and practise these skills are added to the performance area in the STEAM room.

AUTUMN

Curriculum Priorities

	Nursery	Reception
Belonging	(PSED) Routines and expectations. Making relationships: Forming a strong relationship with their Key Person.	(PSED) Routines and expectations. Making relationships: Forming strong relationships with classroom staff and peers.
Wonderful Me	(C&L, PSED, UtW)Separate confidently from their carer. Talking about family and self, begin to demonstrate independence in some self-care and toileting.	(C&L, PSED, UtW) Talking about family and self, self-care and toileting. Increased independence – self-registration, lunch choices, toileting.
Bradwell & Beyond	(C&L) Role play experiences from home, adding a simple narrative. Getting to know the school environment and community.	Children role play different experiences from home or familiar stories, within a small group.. Getting to know school and St Nicholas’ Church(UtW) – Where we live and how we travel to different places.
Natural World	(UtW, EAD) – Outdoor learning and experiences – Observing seasonal changes and awareness of appropriate clothing.	(UtW, EAD) – Outdoor learning and experiences – Observing and exploring seasonal changes. They can put on appropriate clothing independently, hats & coats. Children will notice and talk about plants and living things in their environment.
Creative Me	(EAD) Investigate a range of textures and materials such as shaving foam, flour, water, sand, playdough. Explore mark making with different tools.. Children join in with singing nursery rhymes and making music, moving in response to these.	(EAD, Lit) Scissor training (snipping, straight line). Mark making with different tools and materials. Children learn a repertoire of favourite songs including nursery rhymes and sing together. Children can tap along to a steady beat during rhythm and rhyme sessions. Children begin to move in a variety of different ways: hopping, jumping, skipping, running. Learn about different body parts.

AUTUMN 1

	Key Texts	Experiences	Visits/Visitors	Provocations
Nursery		<ul style="list-style-type: none"> • Share 'All About Me' books with Key Person. • Make a sandwich • Coat 'trick' • Make playdough with adult • Introduce daily routines and rules • Sweep leaves 	<ul style="list-style-type: none"> • Revd Steve -Introduce Church • Meet Mrs Clarke (Pastoral Support) • Visit school library. 	<ul style="list-style-type: none"> • Leaf art • Real Tea Set – Virtual Tiger in classroom • Self portrait, hair colour, skin colour, eye colour.
Reception		<ul style="list-style-type: none"> • Share 'All About Me' book with adults/peers. • Making porridge • Introduce daily routines and rules • Coat 'trick' • Make playdough – independent (3 ingredients) • Prepare planters for growing. Planting schedule. 	<ul style="list-style-type: none"> • Rev Steve • Visit Church • Meet Mrs Clarke (Pastoral Support) • Visit school library – set up Boom Reader 	<ul style="list-style-type: none"> • Leaf drawing, painting, sorting • Different sized bowls, chairs etc. • Mirrors, self-portrait materials • Rhyming pair resources (cat/hat etc)
Parents	<ul style="list-style-type: none"> • All About Me Books • Share cultural and diverse experiences. • Family Café • Autumn Walk – collect leaves, conkers etc (half-term) 		<ul style="list-style-type: none"> • Phonics workshop (YR) • Tapestry 	

AUTUMN 2

	Key Texts	Experiences	Visits/Visitors	Provocations
Nursery		<ul style="list-style-type: none"> ● Hot Chocolate, Pyjamas, bedtime story ● Learn simple songs to perform ● Vegetable printing ● Plant spring bulbs ● Make Christmas cards 	<ul style="list-style-type: none"> ● Bradwell Library ● Bollywood dance workshop – Diwali ● Church service with parents ● Parent visitor - musical instrument (Box drum/violin currently) 	<ul style="list-style-type: none"> ● Pumpkins, squashes, conkers, light as loose part. ● Advent calendar ● Home corner decorate for Christmas. Include winter clothes
Reception		<ul style="list-style-type: none"> ● Hot Chocolate, Pyjamas, bedtime story ● Learn songs to perform, add actions and instruments. ● Make Christmas biscuits. ● Make and deliver Christmas cards to school neighbours. ● Draw round ourselves - label body parts ● Explore music from around the world - Indian, African, links to families. 	<ul style="list-style-type: none"> ● Bradwell Library ● Bollywood dance workshop – Diwali ● Nurse (parent) ● Church service with parents 	<ul style="list-style-type: none"> ● Pumpkins, squashes, conkers, light as loose part. ● Advent calendar ● Home corner decorate for festivals and seasonal changes: Diwali, Christmas. Include winter clothes ● Christmas Role Play – wrapping station etc
Parents	<ul style="list-style-type: none"> ● Nursery - Parent info evening & Home Visits (Jan Intake) ● Family school library session. ● Family Café – Christmas Songs ● Reception Open Classroom - Prospective families for Sept 24 start. ● Tapestry - share family celebrations: Diwali, Christmas, Birthdays, holidays. ● Parents to upload child's favourite song - Song name and artist or video of them dancing/singing (celebrating uniqueness and different styles of music) 			

SPRING

Curriculum Priorities

	Nursery	Reception
Belonging	(PSED) Children access more areas of provision with adults supporting their learning. They are becoming more aware of their choices /behaviours/actions and the impact it has on others. 'Kind words, kind hands'.	(PSED) Children access all areas of provision, communicating and negotiating with peers, seeking adult support when needed. Becoming more aware that they are part of a family and our school, understanding questions such as who, why, when, where and how.
Wonderful Me	(PSED) Children are increasingly aware of personal similarities and differences, such as eye, hair and skin colour, celebrating our uniqueness.	(PSED) Recognising their own feelings and begin to describe their emotions. Children can talk about their likes and dislikes, celebrating differences in appearances and opinions.
Bradwell & Beyond	Children take part in Forest School sessions.(PD) - Walk to local points of interest. 'We're going on ahunt'. Explore what different houses look like on the outside(PSE)	Children begin to understand features of Bradwell in relation to their own experiences. They use photos (block play), maps and technology (Google) to broaden their understanding and make links to different places - Walk around local area (types of buildings) (PD, PSED,CL)
Natural World	(UtW) Observing seasonal changes. Notice and remark upon plants and living things in their environment. Look for worms, mini beasts, birds. (C&L)	Observe seasonal changes, naming different types of weather and the seasons compare natural objects and sort by size, shape, colour and texture. (Maths, UtW). Understand what plants and living things need in order to grow and live.
Creative Me	Join in with singing nursery rhymes and song (EAD), explore simple instruments and use props such as scarves or ribbons. Retell and act our stories (Helicopter Stories). Change materials from one state to another - ie cornflour with adult support.	Know and name an increasing range of instruments and music (EAD). Become familiar with poetry (Lit): Rhythm and rhyme sessions. Recall and perform songs, poems and stories. Children plan what they want to make and select the materials needed; cardboard, scissors, sellotape, glue, paint etc. (review process with adult....'did it work?').

SPRING 1

	Key Texts	Experiences	Visits/Visitors	Provocations
Nursery		<ul style="list-style-type: none"> ● Make a bird feeder – cheerios on pipe cleaners and make a bug hotel ● Can you compare and build different types of houses ● Scavenger hunt around Bradwell ● What do you want to be when you grow up? Likes/ dislikes ● Looking beyond Bradwell- Around the world- similarities/ differences 	<ul style="list-style-type: none"> ● Parent Occupations – offer on Tapestry/invite in to talk. ● Mini Monsters visit ● Musician/ storyteller ● Mystery reader 	<ul style="list-style-type: none"> ● photos of parents in their work uniform ● photos of different houses ● non fiction books- minibeasts ● worm puppets the children will make ● sensory trays for walking in
Reception		<ul style="list-style-type: none"> ● Make a bird feeder – lard, seeds in pot ● Looking after a class pet – stick insects. ● What pet would you like to own and why? ● Find out about different animals and where they live. 	<ul style="list-style-type: none"> ● Walk round block, plan route, take photos. ● Offshore worker to explain role, show photos, calendar (how many sleeps). PSED associated feelings ● Mini Monsters Visit ● Visit to Church 	<ul style="list-style-type: none"> ● Family photos (similarities and differences) ● Family home photo in block play ● Non-Fiction books - nature. ● Cat in home corner - photos of pets ● Six bowls, syringes etc.
Parents	<ul style="list-style-type: none"> ● Mother's Day Stay and Play (Mums and Nans). ● Photo and information about family pets. ● Family school library session ● Home Visits - Easter Intake Nursery ● Mystery reader 			

SPRING 2

	Key Texts	Experiences	Visits/Visitors	Provocations
Nursery		<ul style="list-style-type: none"> ● Plant, grow vegetables (radish, beans) ● Make an Easter card ● Jelly bean experiment ● Walk on egg experiment ● Musical instruments- e.g. boom whackers 	<ul style="list-style-type: none"> ● Police visit ● Fire Station Visit ● Dental Nurse ● Rev Steve Easter Story ● Farm visit 	<ul style="list-style-type: none"> ● Hatching chickens - incubator ● Beanstalk mysteriously appear ● Dinosaur eggs and footprints ● Introduce new musical instruments
Reception		<ul style="list-style-type: none"> ● Large scale painting outside ● Vegetable printing ● Plant, grow vegetables (beans, mini cucumbers, tomatoes) ● Make Easter cards - independent. 	<ul style="list-style-type: none"> ● Post an Easter card to your home (walk to postbox) ● Police visit ● Fire Visit ● Dental Nurse ● Rev Steve Easter Story 	<ul style="list-style-type: none"> ● Home corner: Spring flowers, Easter décor, hairdresser set, suitcases
PARENTS	<ul style="list-style-type: none"> ● New Parent meeting/Home Visits (Sept Intake) ● Growing seeds at home - photo updates on Tapestry ● farm visit ● Story cafe 			

SUMMER

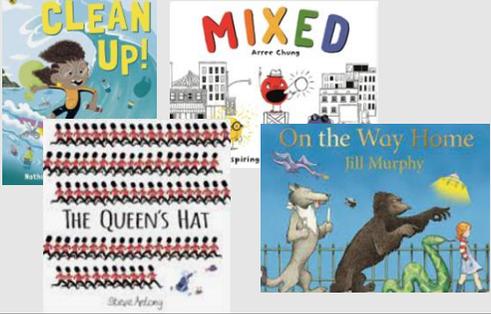
Curriculum Priorities

	Nursery	Reception
Belonging	Begin transition to school process. Children develop a growing sense of self awareness and independence, making choices and expressing their needs.	Children know what makes themselves and others special. They respect (school core value) and celebrate differences. Children can adapt their behaviour according to different situations; Transition to Year 1 visits.
Wonderful Me	(Pse)Express wide range of feelings through behaviour and play Shows their confidence and self-esteem through being outgoing, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help.	(Pse)More able to manage own feelings within a range of new situations. (PD)Importance of Exercise -exploring the affect on our bodies. Practising ball skills, relay (following instructions), team game/rules/skills.
Bradwell & Beyond	(UTW) Discuss past experiences to local areas and modes of transport to these places. (C&L) Children can describe physical features such as rivers, fields, beaches, mountains, woodland areas etc (UtW).	(UtW)Introduce Bradwell on UK map and explore different countries. Awareness of transport and different cultures. Introduce the globe and use geographical vocabulary appropriately - Country, sea, town, dessert, countryside etc.
Natural World	Explore where food comes from, look at life cycles- watch our caterpillars turn into butterflies and care for living things. (UtW).	(UtW)Growing and planting continues, caring for our plants/vegetables. Recognise healthy foods and why we need a balanced diet. Understanding that different parts of the world have different weather patterns.
Creative Me	Retell and act stories, use imagination to create and tell new stories (L, EAD). Children sing a repertoire of songs and nursery rhymes and can tap along to the beat (pulse).	Storytelling and writing opportunities/enhancements in every area of provision (Lit). Children create and perform rhymes, songs and stories and use musical instruments to enhance their performance. (EAD).

SUMMER 1

	Key Texts	Experiences	Visits/Visitors	Provocations
Nursery		<ul style="list-style-type: none"> ● Forest School ● class caterpillars ● superhero skills and obstacle course ● fruit kebabs ● team work games ● recap rhyming activities 	<ul style="list-style-type: none"> ● park visit picnic at the park ● Open top bus visits school ● sealife centre trip? ● COOP- healthy eating 	<ul style="list-style-type: none"> ● caterpillars ● evil pea talk for writing hook ● superhero dress up and role play
Reception		<ul style="list-style-type: none"> ● Forest School ● Making vegetable soup. ● Making our own maps of the classroom/school - treasure hunt ● Yoga/Mindfulness sessions. 	<ul style="list-style-type: none"> ● Beach visit ● Female footballer (Daisy's Auntie NCFC) ● Open top bus visits school ● Supermarket visit - food chain 	<ul style="list-style-type: none"> ● Home corner: items for beach visit, holidays, sun hats, suitcase, passport. ● Maps and plans included in provision ● Props for story telling (Books with no words from library).
Parents	<ul style="list-style-type: none"> ● What makes your child 'happy'. Share on Tapestry ● Share holiday destinations - photos - travel time etc. ● Family school library session ● Family story cafe 			

SUMMER 2

	Key Texts	Experiences	Visits/Visitors	Provocations
Nursery		<ul style="list-style-type: none"> ● Make Gingerbread biscuits ● Teddy Bears picnic in school ● hair dryer experiment- blow down the house ● How to help the bad wolf turn good ● beach/ holiday theme role play ● What's the time Mr Wolf ● story maps 	<ul style="list-style-type: none"> ● Musician/band performance ● beach visit, invite new children ● sealife centre trip? ● RNLI - water safety talk to EYFS 	<ul style="list-style-type: none"> ● Bradwell landmarks on blocks. ● Mystery- who ate one of the gingerbread men?! ● wanted signs for the big bad wolf
Reception		<ul style="list-style-type: none"> ● Make a sandwich independently and cut in half ● Teddy Bears picnic in school ● Litter pick around school/local area ● Skittles experiment (colour mixing) 	<ul style="list-style-type: none"> ● Musician/band performance ● Picnic at the park with families (invite new children) 	<ul style="list-style-type: none"> ● Bradwell landmark Photos on blocks. ● Globe
Parents	<ul style="list-style-type: none"> ● New Parent meeting/Stay and play/Pre-school/Home Visits – Sept starters. ● Father's Day Stay and Play (Dad's and Grandad's stay and play) ● Family Cafe ● Sports Day 			