

## Curriculum

The EYFS framework is structured very differently to the National Curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into the National Curriculum subjects.

The Educational Programme within the Statutory Framework for the Early Years 2021 states

### Understanding of the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

At Botley School we use Development Matters (non-statutory guidance) to support our curriculum. This is an outline of the learning within Development Matters that link to History.

<b>Three and Four-Year-Olds (Nursery)</b>	Understanding the World		<ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history.</li> </ul>
<b>Reception</b>	Understanding the World		<ul style="list-style-type: none"> <li>Comment on images of familiar situations in the past.</li> <li>Compare and contrast characters from stories, including figures from the past.</li> </ul>
<b>Early Learning Goal</b>	Understanding the World	Past and present	<ul style="list-style-type: none"> <li>Talk about the lives of people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>

### Coverage within Early Years

This is an outline of the topics that will be taught across the Early Years with reference to the specific links to History.

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
	<b>Superheroes</b>	<b>Celebrations</b>	<b>My world</b>	<b>Once upon a Nursery Rhyme</b>	<b>Animal Boogie</b>	<b>A wonderful world</b>
<b>UW</b>	<i>Ongoing throughout EYFS</i>					
	Opportunities to talk about things that have happened in the past, things that are happening in the present and in the future					
	Learning how we have changed over time and how we will change in the future.	Recall past celebrations and make links to other events	Learning about things that have happened in the past e.g. events, artists, landmarks etc.	Learning how things change over time linked to plants, homes	Learning how animals changed over time linked to lifecycles	Learning about the lifecycle of minibeast Exploring how our plant has changed over time and what it may look like in the future

### Progression of History

<b>Chronological understanding</b>	During EYFS, children will have the opportunity	<b>Range and depth of historical</b>	During EYFS, children will have the opportunity
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	<p>to</p> <ul style="list-style-type: none"> <li>• Talk about experiences that are happening now in their lives as they occur</li> <li>• Talk about experiences that have happened in the past and make links to present day (e.g. it did not happen today, it happened yesterday)</li> <li>• Explore vocabulary associated with time – yesterday, today, tomorrow, weekend, days of the week etc.</li> <li>• Explore and learn about events, objects and people from the past (including artists)</li> </ul>
<b>Interpretations of history</b>	<p>During EYFS, children will have the opportunity to</p> <ul style="list-style-type: none"> <li>• Understand what is the past, present and future through real life experiences</li> <li>• Understand how photos help us to remember past experiences</li> </ul>
<b>Organisation and communication</b>	<p>During EYFS, children will have the opportunity to</p> <ul style="list-style-type: none"> <li>• Discuss their experiences and knowledge verbally and make links</li> <li>• Share and use photos to support learning</li> <li>• Draw pictures to share their experiences and knowledge</li> <li>• Use role-play to support the understanding and share experiences with others</li> </ul>

<b>knowledge</b>	<p>to</p> <ul style="list-style-type: none"> <li>• Understand how things change over time linked to ourselves, lifecycles of animals and plants</li> <li>• Discuss how I will change in the future and make plans</li> <li>• Make comparisons between lives of other people</li> </ul> <p><i>Linked to chronological understanding</i></p>
<b>Historical enquiry</b>	<p>During EYFS, children will have the opportunity to</p> <ul style="list-style-type: none"> <li>• Explore and learn about events, objects and people from the past</li> <li>• To show an interest in past events and ask questions</li> </ul>

## Continuous provision

In Early Years, learning does not just happen during the adult led activities but also in our well-planned continuous provision. Here are some ways that History is taught within continuous provision.

Construction play	<ul style="list-style-type: none"> <li>• Sharing own experiences about creations</li> <li>• Creating models to represent own experiences such as transport, visits, landmarks etc.</li> <li>• Using small world props to create stories and relive past events such as small world people including occupation people, animals etc.</li> </ul>
Role-play	<ul style="list-style-type: none"> <li>• Sharing and representing own experiences with others</li> <li>• Acting out home life as well as experiences such as visiting the doctors/hospital, café, shops etc.</li> <li>• Making comparisons between our lives and those of others</li> </ul>
Mud kitchen	<ul style="list-style-type: none"> <li>• Sharing and representing home experiences with others</li> <li>• Making comparisons between our lives and those of others</li> </ul>
Outdoor play	<ul style="list-style-type: none"> <li>• Exploring school grounds and noticing changes in environment</li> <li>• Noticing and talking about seasons and seasonal change</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>• Celebrating special days and festivals relevant to the children and their home experiences</li> <li>• Using Tapestry to encourage children to remember and talk about their experiences</li> </ul>

## Characteristics of Effective Teaching and Learning

The Characteristics of Effective Teaching and Learning play a crucial role in how a child learns.

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<b>Playing and exploring</b>	<b>Motivation</b>	<b>Critically thinking</b>
<b>Finding out and exploring</b> <ul style="list-style-type: none"> <li>• I show curiosity about objects, events and people.</li> <li>• I am showing particular interests.</li> <li>• I engage in open-ended activities.</li> <li>• I use my senses to explore the world around me.</li> </ul>	<b>Achieving what I set out to do</b> <ul style="list-style-type: none"> <li>• I enjoy meeting challenges and not just as a way of getting praise.</li> <li>• I am proud of how I've accomplished something, not just the end result.</li> <li>• I am really pleased when I meet my own goals.</li> </ul>	<b>Having own ideas</b> <ul style="list-style-type: none"> <li>• I am able to think of ideas.</li> <li>• I can find ways to solve problems.</li> <li>• I am able to find new ways to do things.</li> </ul>
<b>Playing with what I know:</b> <ul style="list-style-type: none"> <li>• I like acting out my experiences when I play.</li> <li>• I like pretending objects are things that I know.</li> <li>• I like taking on a role when I play.</li> <li>• I like acting out my experiences with other people.</li> </ul>	<b>Keep on trying</b> <ul style="list-style-type: none"> <li>• I believe that if I keep trying or change what I'm doing, it will pay off</li> <li>• I am able to bounce back after difficulties.</li> <li>• I stick with an activity even when challenges arise.</li> </ul>	<b>Making links</b> <ul style="list-style-type: none"> <li>• I can develop ideas of grouping, sequencing, cause and effect.</li> <li>• I am able to test my ideas.</li> <li>• I make links and notice patterns in my experience.</li> <li>• I am able to make predictions.</li> </ul>
<b>Willing to have a go</b> <ul style="list-style-type: none"> <li>• I can initiate activities.</li> <li>• I like to seek out things that will challenge me.</li> <li>• I like to show a 'can do' attitude.</li> <li>• I enjoy taking a risk, trying new things and learning by trial and error.</li> </ul>	<b>Being involved and concentrating</b> <ul style="list-style-type: none"> <li>• I can keep focussed on my activity for a period of time.</li> <li>• I am able to show high levels of energy and fascination.</li> <li>• I am not easily distracted.</li> <li>• I am able to pay attention to details.</li> </ul>	<b>Choosing ways to do things</b> <ul style="list-style-type: none"> <li>• I am able to check how well an activity is going.</li> <li>• I can plan, choose how to approach a task, solve a problem and reach a goal.</li> <li>• I can change my approach or strategy when needed.</li> <li>• I am able to review how well my approach worked.</li> </ul>

### Evidence of teaching and learning

You will be able to find evidence of the teaching and learning in the Early Years through

- Planning files
- Displays
- Tapestry – online learning journey
- Talking and playing alongside children
- Bromcomm data