

# ALMUÑÉCAR INTERNATIONAL SCHOOL



## Early Years Curriculum 2020-21

# Early Years Planning

September 2019

Over the last year two years we have been working on changing the way we do our Long Term Planning. Our aim is to make our planning unique for our particular cohort of children in order to get maximum engagement and therefore maximum potential for learning. In the past Long Term Planning was a rolling two year programme of topics which repeated at the end of each cycle but, through our own observations, training and research we have realised that this does not always reflect the needs of a particular cohort of children and that the topics are not always relevant to what the children are interested in.

We know where we want children to be by the time they finish Early Years but the path we take to get there will not be the same year after year. We start by looking at the objectives in the Development Matters document. This is a document produced by the English government which was designed to help practitioners to support children's learning and development, by closely matching what they provide to a child's current needs. These statements are the same statements that are in our Online Learning Journals.

[Development Matters \(BAECE, 2012\)](#)

As we get to know the children we assess where they are using these statements and what the next objectives might be. At the same time we have a chart in each classroom and over the first couple of weeks we make a note of what the children are interested in and what kinds of activities they prefer. We then use this information to plan activities which cover the required objectives but wherever possible take into account the children's interests in order to make the learning more motivating for them. This might be a simple thing like adding Paw Patrol pencils and writing paper to encourage a particular child or group of children to take part in a writing activity or might be a topic covering a week or a number of weeks about pirates as a big group of children show they are interested in this. The objectives are always closely monitored and recorded so we always know what is next for each child.

An Example of one Aspect of our Objective Led Planning - Fine Motor Skills

Fine motor skills are a really important aspect of our practice. Fine motor skills are those that involve a refined use of the small muscles that control the hand, fingers and thumb. With the development of these skills, a child is able to complete important tasks such as writing, feeding oneself, buttoning and zipping. These abilities gradually develop through experience and exposure to a variety of toys, materials and even food.

Children's hands need to develop dexterity and strength. We can help this process by encouraging children to play, explore and interact with a variety of items. Toys, clothing, fasteners, safe scissors and play dough are all tactile examples of practices that facilitate fine motor development. These types of "play" activities and manipulation skills will actually help prepare a child to hold and use a crayon. The ability to do so is the first step in learning to colour, draw and ultimately write.

For this reason as children are playing during the first weeks we will observe how they hold a pencil or use tools and scissors and then make a decision about what stage they are at and this then helps us to decide what kind of activities to plan.

If we have a number of children with a firm, comfortable grip we know they need small pincer movement activities to refine their skills so for example threading with very small beads or picking things up with tweezers. If we have children with a less developed grip we may provide playdough activities for example to help strengthen small muscles in the hand. As there is a free choice of activity we try to guide children to the activity we want them to do and then observe or assist them as necessary.

### An Example of Tailoring the Learning to the Children's interests

An adult is working at the table doing a maths activity with the children. The objective is counting objects to 10. A number of children choose to come and take part in the activity, some children will come happily if asked if they are not too involved in what they are doing. Some children are so involved in their own choice of activity that if you take them away from this they will find it hard to concentrate and worry about getting back to their play, who is taking their toy etc and you don't get full engagement. So another way to do this would be that the adult goes over to where the children are playing and looks for a way to join in and see where possible opportunities for counting could be introduced into the activity. How many cups do we need for your table so each toy can have a cup? How many bricks did you use for your tower. In this way we are achieving the same objective but in a way that is more meaningful and engaging for the child. If it is still not possible we make a note to catch up with them later in the day. Of course there are times where they have to come and join but this builds up slowly through the year and often we find that children are keen to come and take part in the adult led activity.

### Structured Learning

Children will still have whole group and small group times which increase as they progress through EYFS. This will encompass daily phonics, Literacy and Maths sessions which follow a set programme but can be adapted to suit the abilities and interests of the children. For instance, if we have identified pirates as a topic that the children are interested in we might add pirate themed resources to our Phonics or maths session.

There are also a number of different experiences that we plan for the children such as our trip to the Science Park or the Farm School or growing plants or cooking as we know this will have a positive effect on the children's learning and this will influence our planning at these times.

Another important aspect of our planning is the environment itself.

## Early Years 1

In Early Years 1 the children are new to school and so we are not yet aware of their interests or abilities but we do know they need time to settle in and get used to the routines and to feel safe and secure in their classroom and this will influence the way we organise the environment to ensure children feel safe and confident to explore and play

independently.

Close to the entrance to the classroom children have their own cubby hole and pegs so they have a place for their coats, bags and other personal things. These are labelled with names and pictures to help them take care of their belongings independently.

The classroom also has a comfortable reading area with a sofa where children can rest or read a book. The area also has a selection of soft toys to cuddle or play with and is set up for children to feel safe, comfortable and relaxed.

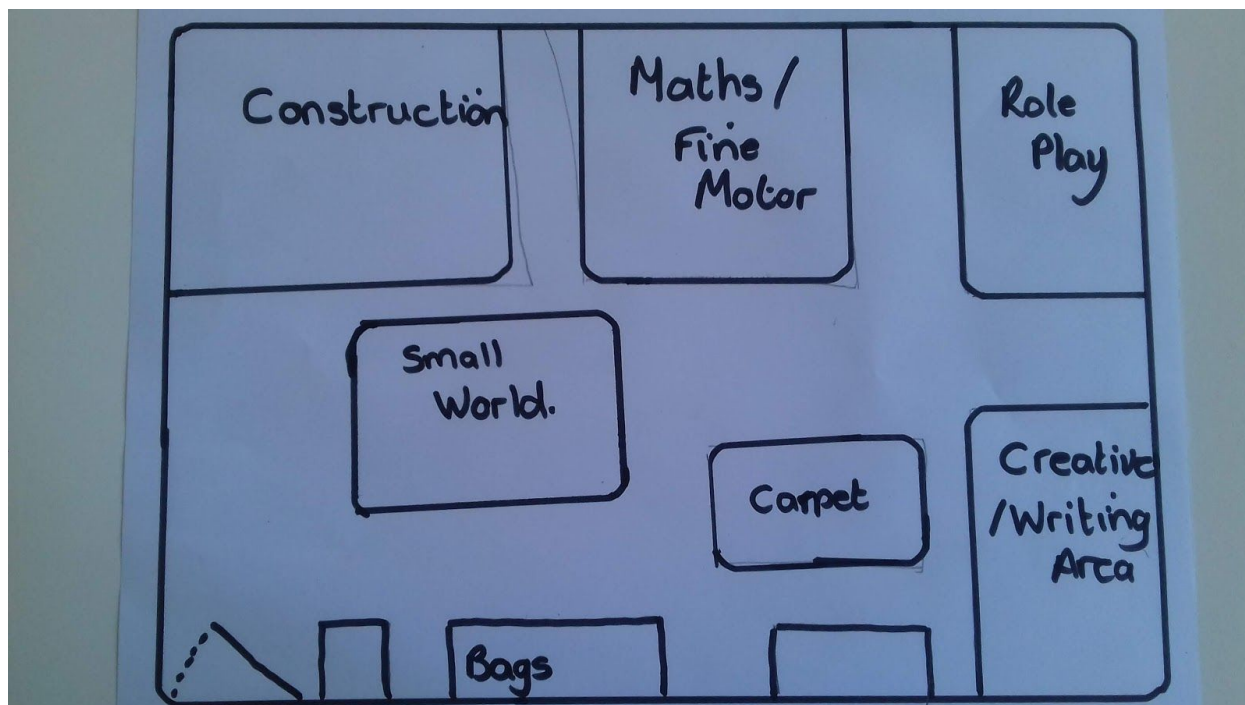
Wherever possible resources are stored so that children can access them independently or are visible so children can ask for them and some tables are left empty for this reason. Boxes for resources are clearly labelled with words and pictures so children can tidy away as independently as possible.

## Early Years 2

In Early Years 2 we generally already know the children a little better, this year, for example, we know the children particularly enjoy small world toys, construction and role play and so the classroom is set up with this in mind at first with an area where the children can help themselves from a selection of resources. The areas may change after I have observed how the children engage with them and what they are interested in.

The children still need to feel safe and secure in the classroom and be working on their independence so, again, we have their own cubby hole space near the door to keep their personal belongings. As in Early Years 1, we have a number of areas where children can be responsible for the resources themselves. They have free access to writing materials and books and puppets in small baskets to use on the carpet or take to another place in the classroom. They also have a creative area with a small selection of resources to access independently which will grow through the term. All these decisions about the environment form an important part of our long term planning and layout and resources will change throughout the year based on the interests and needs of the children.

## Plan of the Environment



In all areas of learning the children are generally working within the 40 60 months band and so the environment is resourced with this in mind using the guidance in the enabling environments section of [Development Matters](#).

### Small World Play

At first I am planning to set up the small word play each day but hopefully later in the term I can find a way to allow free access to the small world play. The resources here encourage children to retell stories or make up their own stories as they play. They may also choose to mix the sall world together with the construction if they choose to.

### Construction Area

A large construction area is available with resources to access independently and a table for saving any models that children want to finish or come back to later. Children have space to make large models with the large blocks or use the table for smaller construction. The resources are at child evelon open shelving so can be mixed together if the children want to.

### Writing and Creative Area

This year I started the term with the creative area and the writing area together. Children have access to a growing number of resources to target various skills. For developing fine motor skills I have also added a selection of hole punches as well as

different crayons pencils and felt tip pens to encourage independent mark making. There is also access to water colour paints, glue, scissors and ink stamps. I am hoping that the mixture of creative and writing resources encourages children to try out various techniques and skills. I also hope to encourage more creativity and critical thinking by allowing children more freedom with the creative area rather than adult lead art tasks although there will be some adult lead activities included to focus on skills such as using paint, using scissors etc.

### Role Play

The role play corner is set up for home play with a number of loose parts type resources as well as dressing up clothes/bags/hats. Again to encourage the use of imagination, making up stories and acting out roles.

### Maths and Fine Motor

Resources in this area will initially target fine motor skills and I will adjust these as I assess what level the children are at. There are also a number of loose parts maths resources that can be used here or taken to other areas of the classroom

Rough Plan of our Planned Experiences

**September to Half term:**

Week No.	Date	EY2
Week 1 and 2	5 - 13 September	Settling in Observing Interests, getting to know the classroom and routines.
Week 3 and 4	16 - 27 September	Home and Family
Week 5 and 6	30 September - 11 October	
Week 7 and 8	14 - 25 October	? Halloween

**November to Christmas Holidays:**

Week 9	4 - 8 November	
Week 10	11 - 15 November	
Week 11	18 - 22 November	
Week 12	25 - 29 November	
Week 13	2 - 6 December	



Week 14 - 15	9 - 20 December	Christmas
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**January to Half term:**

Week 16	6- 10 January	
Week 17	13 - 17 January	
Week 18	20 - 24 January	
Week 19	27 - 31 January	
Week 20	3 - 7 February	
Week 21	10 - 14 February	
Week 22	17 - 21 February	Carnival?

**March to Easter:**

Week 23	2 - 6 March	
Week 24	9 - 13 March	
Week 25	16 - 20 March	
Week 26	23 - 27 March	
Week 27	30 March - 3 April	Easter

**Easter to Summer:**

Week 28	13 - 17 April	
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Week 29	20 - 24 April	
Week 30	27 April - 1 May	
Week 31	4 - 8 May	
Week 32	11 -15 May	
Week 33	18 - 22 May	
Week 34	25 - 29 May	
Week 35	1 - 5 June	
Week 36	8 - 12 June	
Week 37	15 - 19 June	
Week 38	2 days only	