The new Early Years Foundation Stage Profile whilst statutory should not be used as a curriculum for EYFS. It is intended to be used as a valid, reliable and accurate assessment of a child's development of the EYFS in the summer term. The Early Learning Goals provide a snap shot of skills and knowledge for children to work towards during their time in Early Years but are not a tick list or exhaustive list for children to achieve.

A broad, engaging curriculum in EYFS builds primarily on child interests, themes at particular times of the year, experiences outside of the school gate, practitioner knowledge of child development and their unique understanding of each child in their setting. The EYFS team must use the Early Learning Goals as one element in building a fun, challenging and engaging year for all children as they start their school journey. Learning is in the moment, flexible, with adult led challenges sprinkled alongside play based experiences to ensure children not only develop fundamental skills for their onward school journey, some of which are outlined in the early learning goals, but that they develop a love of learning.

Practitioners not only develop children's subject knowledge but work closely with them to promote and develop the characteristics of effective learning: Playing and exploring, Active learning and Creating / Thinking Critically.

#### EYFS curriculum linking to Geography

#### Listening and Attention and Understanding

Make comments about what they have heard and ask questions to clarify their understanding.

### Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- · Offer explanations for why things might happen, making use of recently introduced vocabulary
- Express their ideas and feelings about their experiences using full sentences

#### Understanding the Word

#### People, Culture and Communities:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

#### The Natural World:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their
  experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states
  of matter.

# THE NATURAL WORLD-SHALFLEET - YR





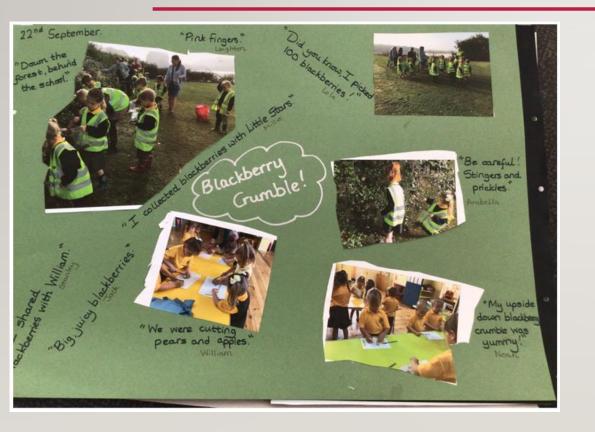


### The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

The children decided they wanted to create their own 'Dinosaur Isle' following the idea coming from a child in Rainbow Class. We read the story 'Dinosaur Island'. We compared it to the Isle of Wight. We looked on the 'Dinosaur Isle' website and used the virtual tour, resources and made our own Dinosaur Isle leaflets. We are hoping to go there for a visit when it is safe to do so.

# THE NATURAL WORLD-YARMOUTH - YR



The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants.

Understanding some important processes and changes in the natural world around them, including the seasons.

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences.

Nature Walks to observe the changes in seasons as we moved from Autumn to Winter:

Exploring the migration of the geese observed on the River Yar:

A Blackberry picking walk in the perimeter around the school, exploring the different plants and insects and making observations of the river and wildlife. **Child led interests:** 

A child had received a toy and explained that they had needed to wait a long time for it. When asked she said the toy had come from China. We got the world map play mat out on the carpet and found where China was in comparison to the Isle of Wight. We thought and talked about how the toy would have been transported, exploring routes of a container ship and talking about the tanker that got stuck in the Suez Canal.

## THE NATURAL WORLD-YARMOUTH - YR





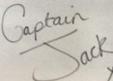


Ah ha my hearties,

It was nice to meet you at my ship last week. It's a shame you didn't want to join my crew!

I heard you are off on your own mission to post letters to Santa! I've made you some treasure maps to help you find the post box.

Adios fellow pirates





A pupil in Beach Class had noticed an old pirate ship moored in the harbour on his way to school and it had been a great source of fascination to him which he wanted to share with his friends. I captured a photo of the pirate ship during lunch time and then showed the class that afternoon. The children spent the afternoon painting pictures of the ship. The following morning we wrote letters to 'the pirates' and took them over to the Harbour Office where we got to meet a real life pirate, Captain Jack.

Meanwhile the children had also written letters to Father Christmas which we were taking to the post box in Yarmouth. We decided to combine these 2 themes by initiating a treasure map from Captain Jack for the children to guide them around Yarmouth landmarks before leading them to the post box. Whilst spotting local landmarks including the church, town hall, pier (and pier bell), Yarmouth Castle and lifeboat, we talked about clues as to whether the buildings were old or new, asking children to explain their ideas e.g. the style of windows, doors, stone work, plaques in the walls. We used positional and descriptive language when following the map to our next location.

When we arrived back at school we were able to locate the plaque on the side of the school building, similar to the ones we had seen on other buildings in Yarmouth.