



Our Curriculum

EYFS

'Together we Flourish and Achieve'



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EYFS Curriculum

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Intent

Our EYFS provision is designed to create a warm and engaging environment where our children are inspired to explore and discover. At Spaxton, we aim to develop confident, independent learners by nurturing their communication, social, and physical skills through a rich and varied curriculum. Our focus is on fostering creativity, curiosity, and a love for learning that will serve as the foundation for their future educational journey. This is achieved by following the Early Years Foundation Stage Framework.

This is underpinned by our school curriculum intent which in turn is underpinned by the QET principles.

At Spaxton, we deliver a broad and balanced curriculum to all our pupils. Through our ambitious curriculum offer, that has been carefully designed to ensure it is sequential and progressive through each stage, we believe it allows:

1. **Holistic Development:** It supports the overall development of our children, addressing their academic, social, emotional, and physical needs. This approach ensures that our pupils at Spaxton are well-rounded and prepared for next stage of learning and any other future challenges.
2. **Engagement and Motivation:** A varied curriculum keeps our pupils engaged and motivated by offering a range of subjects and activities. Our broad and balanced curriculum offer helps cater to different interests and learning styles, making education more enjoyable and effective for all.
3. **Critical Thinking and Problem-Solving:** Exposure to a wide range of subjects encourages critical thinking and problem-solving skills. Our pupils learn to make connections between different areas of knowledge, enhancing their cognitive abilities.
4. **Cultural Awareness and Respect:** Our broad curriculum includes subjects like history, geography, and the arts, which help our pupils understand and appreciate different cultures and perspectives. This fosters respect and empathy for others. This is particularly important due to our village rural location.
5. **Preparation for Future Learning:** Our balanced curriculum provides a strong foundation in core subjects like English and maths while also introducing pupils to other areas of knowledge. This prepares them for more specialised learning in secondary education and beyond.
6. **Personal Growth and Well-being:** Subjects like physical education, music, and art contribute to pupils' physical and emotional well-being. They provide opportunities for self-expression, creativity, and physical activity, which are crucial for healthy development.

Our school curriculum is bespoke and designed to meet the needs of the children in our school. It is underpinned by the Quantock Education Trust curriculum principles (SMART) which guide the development and review of the curriculum in all schools in the Trust:

- A strong and carefully Sequenced curriculum, so that children and young people's learning progresses in a way that builds knowledge intentionally and cumulatively
- A curriculum that Motivates children and young people so they can value and experience joy in learning whilst developing their own unique voice.

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- An Ambitious curriculum, so that children and young people are challenged and empowered to think deeply and critically and grapple with complexity, challenge assumptions, question accepted authorities and embrace curiosity.
- A curriculum that is Responsive, so that it meets the needs of children and young people in our local community as well as opening doors to the wider world.
- A curriculum that is Transformative, so that children and young people can put their learning to use as active citizens, working for social justice, environmental stewardship and a healthy, equitable world, enabling them to build character and shape their future.

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Implementation

At Spaxton our EYFS curriculum is implemented through offering each child a safe, inclusive, and nurturing environment where they feel valued and supported. We focus on fostering independence, curiosity, and a lifelong love for learning through engaging and stimulating activities.

Through each child's unique learning experience, we recognise and promote positive relationships and social skills, helping each child build friendships and learn to work collaboratively while ensuring that all children have access to high-quality learning experiences.

EYFS Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Year A	<u>Where we live</u>	<u>Winter Animals</u>	<u>Dinosaurs and Fossils</u>	<u>Space and Our Planet</u>	<u>Castles and Royalty</u>	<u>Weather</u>
Year B	<u>My Friends</u>	<u>Toys</u>	<u>Ships, Boats and Pirates</u>	<u>My Healthy Body</u>	<u>African Animals</u>	<u>Cities and Summer Travel</u>
Year C	<u>Family</u>	<u>Winter Festivals</u>	<u>Mermories</u>	<u>Jobs</u>	<u>Technology</u>	<u>Seaside</u>
<p>ELG</p> <p><u>Communication and language</u></p> <p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p><u>Speaking</u></p> <ul style="list-style-type: none"> • 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 from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full 	<p>To understand how to sit and listen carefully.</p> <p>To understand why listening is important.</p> <p>Encourage the use of full sentences.</p> <p>To talk in front of a small group.</p> <p>To talk to adults.</p> <p>To be able to follow directions.</p> <p>To learn new vocabulary and use.</p>	<p>To engage in story times, joining in with repeated phrases and actions.</p> <p>To sequence stories in order of events.</p> <p>To begin to understand how and why questions.</p> <p>To respond to instructions with more than one step.</p> <p>To answer questions in front of whole class.</p> <p>To use new vocabulary throughout the day.</p>	<p>To understand what is a question.</p> <p>To ask questions to find out more.</p> <p>To sequence stories in order of events and give reasons why.</p> <p>To develop the confidence to talk to other adults they see on a daily basis.</p> <p>To engage in non-fiction books.</p> <p>To begin to talk in sentences using conjunctions e.g. and, because.</p>	<p>To retell a story using role play.</p> <p>To follow a story without pictures or props.</p> <p>To share ideas and drama with the class standing up at the front.</p> <p>To use new vocabulary in different contexts.</p> <p>To engage in non-fiction books.</p> <p>To link statements and stick to a main theme.</p>	<p>To understand questions such as who, what, where, when, why and how.</p> <p>To engage and understand the difference in non-fiction and fiction books.</p> <p>Discuss their ideas and understanding of what has been read in class.</p> <p>To link statements and stick to a main theme.</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>Discuss their ideas and understanding of what has been read in class.</p> <p>To have conversations with adults and peers with back and forth exchanges.</p> <p>To talk to different adults around the school.</p> <p>To talk about why things happen using new and past vocabulary.</p> <p>To talk in sentences using a range of tenses.</p>

sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.						
<p>ELG <u>Personal, Social and Emotional Self-Regulation</u></p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p><u>Managing Self</u></p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p><u>Building Relationships</u></p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others. 	<p>To begin to recognise different emotions and understand how people show emotions.</p> <p>To follow one- step instructions.</p> <p>To wash hands independently and put coat on independently.</p> <p>To get changed for P.E with support and begin to learn to fold clothes.</p> <p>Clean teeth with support.</p> <p>To explore different areas within the EY provision.</p> <p>To use the toilet independently.</p> <p>To seek support of adults when needed.</p>	<p>To talk about how they are feeling.</p> <p>To begin to consider the feelings of others.</p> <p>Adapt behaviour accordingly to situation.</p> <p>To develop class rules and understand the need to have rules.</p> <p>To put P.E kit on independently To have confidence to try new activities.</p> <p>To engage with children who are playing within same area.</p> <p>To take turns with support.</p> <p>To begin to develop friendships.</p>	<p>To focus during longer whole class lessons.</p> <p>To follow two- step instructions.</p> <p>To begin to show resilience and perseverance in the face of challenge.</p> <p>To practise doing up a zipper and buttons on self and others.</p> <p>To begin to work as a group listening to others ideas with support.</p> <p>To use experience to take turns with others.</p>	<p>To identify and moderate their own feelings socially and emotionally.</p> <p>To recognise and consider the feelings and needs of others.</p> <p>To develop independence when dressing and undressing for activities such as P.E and outdoor learning sessions.</p> <p>To have a good go at folding clothes.</p> <p>To begin to listen to the ideas of other children and agree on a solution and compromise.</p> <p>To begin to develop relationships with other adults around the school.</p>	<p>To control own emotions using a range of techniques.</p> <p>To set a target and reflect on progress.</p> <p>Identify what they find a challenge and explore a solution.</p> <p>To identify and name healthy foods.</p> <p>To manage own basic needs independently.</p> <p>Clean teeth independently.</p> <p>To work as a group considering others.</p> <p>To develop relationships with other adults around the school.</p>	<p>To maintain focus during extended whole class teaching.</p> <p>To follow instructions of three steps or more.</p> <p>To understand the importance of healthy food choices.</p> <p>To show resilience and perseverance in the face of challenge.</p> <p>To show a ‘can do’ attitude.</p> <p>To change for activities and do up zippers, buttons with minimal support. Also to help others.</p> <p>To have confidence to communicate with adults around the school.</p> <p>To have strong friendships.</p>

<ul style="list-style-type: none"> • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs. 	To gain confidence to speak to peers and adults	To have positive relationships with all staff that they work closely with.				
<p style="text-align: center;"><u>ELG</u> <u>Physical Development</u> <u>Gross Motor Skills</u></p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p style="text-align: center;"><u>Fine Motor Skills</u></p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing 	<p>To move safely in a space.</p> <p>To stop safely.</p> <p>To follow a path and take turns.</p> <p>To work cooperatively with a partner.</p> <p>To use a dominant hand.</p> <p>To mark make using different shapes.</p> <p>To begin to use a tripod grip when using mark making tools.</p> <p>To use large tweezers to transfer objects.</p> <p>To thread large beads and large beads.</p>	<p>To begin to balance, jump and hop.</p> <p>To run and stop.</p> <p>To change direction.</p> <p>To explore different ways to travel using equipment.</p> <p>To begin to use anticlockwise movement and retrace vertical lines.</p> <p>To develop a tripod grip when using mark making tools.</p> <p>To accurately draw lines, circles and shapes to draw pictures.</p> <p>To begin to copy letters.</p> <p>To hold scissors correctly and make snips in paper.</p>	<p>To roll and catch a large ball.</p> <p>To throw and catch a large ball with a partner.</p> <p>To dribble a ball using feet.</p> <p>To kick a ball.</p> <p>To use a tripod grip when using mark making tools.</p> <p>To thread small beads and small pegs.</p> <p>To copy taught letters using correct formation.</p> <p>To hold scissors correctly and cut along a straight and zigzagged lines.</p> <p>To begin to hold a knife correctly and</p>	<p>To develop accuracy when throwing to a target.</p> <p>To kick a ball to a target.</p> <p>To hold scissors correctly and cut along a curved line.</p> <p>To write taught letters using correct formation.</p> <p>To write letters using the correct letter formation and control the size of letters.</p> <p>To paint using thinner paintbrushes.</p> <p>To with support use a hammer, saw and screwdriver.</p>	<p>To move safely with confidence and imagination, communicating ideas through movement.</p> <p>To explore movement using a prop with control and co- ordination.</p> <p>To move with control and coordination, to copy a sequence of actions.</p> <p>To hold scissors correctly and cut out large shapes.</p> <p>To write letters using the correct letter formation.</p> <p>To use a hammer, saw and screwdriver</p>	<p>To develop accuracy when throwing and hitting a target.</p> <p>To follow instructions and move safely when playing tagging games.</p> <p>To learn to play against an opponent.</p> <p>To hold scissors correctly and cut various materials.</p> <p>To create drawings with details.</p> <p>To copy letters using a lead in and lead out.</p> <p>To independently use a knife, fork and spoon to eat a range of meals</p> <p>To write letters using the correct letter formation and</p>

			use to cut food with support.			control the size of letters.
<p style="text-align: center;"><u>ELG</u> <u>Literacy</u> <u>Comprehension</u></p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories 14 and narratives using their own words and recently introduced vocabulary. • Anticipate – where appropriate – key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p style="text-align: center;"><u>Word Reading</u></p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p style="text-align: center;"><u>Writing</u></p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. 	<p>To use pictures to tell stories.</p> <p>To sequence familiar stories.</p> <p>To independently look at book, holding them the correct way and turning pages.</p> <p>To recognise their name</p> <p>To recognise taught Phase 2 sounds and tricky words.</p> <p>To segment CVC words.</p> <p>To begin to blend sounds together to read words using the taught sounds.</p> <p>To copy their name</p> <p>To give meanings to the marks they make.</p> <p>To copy taught letters</p>	<p>To recognise taught Phase 2 and 3 sounds and tricky words.</p> <p>To read words with double letters.</p> <p>To recognise taught digraphs in words and blend the sounds together.</p> <p>To begin read short sentences containing tricky words and digraphs.</p> <p>To begin read books matching their phonics knowledge.</p> <p>To begin to segment and write CVC words using taught sounds.</p> <p>To write their name.</p> <p>To use the correct letter formation of taught letters.</p>	<p>To act out stories.</p> <p>To begin to predict what may happen in the story.</p> <p>To suggest how a story might end.</p> <p>To recognise taught Phase 2 and 3 sounds and tricky words.</p> <p>To begin to blend phase 4 words and tricky words.</p> <p>To recognise taught digraphs in words and blend the sounds together.</p> <p>To read sentences containing tricky words digraphs.</p> <p>To read books matching their phonics knowledge.</p>	<p>To retell a story.</p> <p>To follow a story without pictures or props.</p> <p>To talk about the characters in the books they are reading.</p> <p>To read phase 4 words including those with double letters.</p> <p>To read compound words read words.</p> <p>To chunk words to read longer words.</p> <p>To read sentences containing Tricky Words and digraphs.</p> <p>To read books matching their phonic knowledge.</p> <p>To form lower- case letters correctly and</p>	<p>To begin to answer questions about what they have read.</p> <p>To use vocabulary that is influenced by their experiences of books.</p> <p>To use and apply taught phase 4 sounds and tricky words.</p> <p>To read words with short vowels and adjacent consonants.</p> <p>To read words ending in suffixes.</p> <p>To read longer sentences containing Phase 4 words and Tricky words.</p> <p>To read books matching their phonic knowledge.</p>	<p>To answer questions about what they have read.</p> <p>To know that information can be retrieved from books.</p> <p>To use and apply taught phase 4 sounds and tricky words.</p> <p>To read words with short vowels and adjacent consonants.</p> <p>To read words ending in suffixes.</p> <p>To read longer sentences containing Phase 4 words and Tricky words.</p> <p>To read books matching their phonic knowledge.</p>

	To write initial sounds.	To write words and labels using taught sounds.	To begin to write captions using taught sounds. To form lower- case letters correctly.	begin to former capital letters. To spell some taught tricky words correctly.	To form lower- case and capital letters correctly. To begin to copy letters using a lead in and lead out. To begin to write longer words which are spelt phonetically.	To form lower- case and capital letters correctly. To begin to copy letters using a lead in and lead out. To begin to write longer words which
<p><u>ELG</u> <u>Mathematics</u> <u>Number</u></p> <ul style="list-style-type: none"> • Have a deep understanding of numbers to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p><u>Numerical Patterns</u></p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. 	See maths booklet for curriculum coverage	See maths booklet for curriculum coverage	See maths booklet for curriculum coverage	See maths booklet for curriculum coverage	See maths booklet for curriculum coverage	See maths booklet for curriculum coverage

<ul style="list-style-type: none"> Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 						
Topic Year A	<u>Where we live</u>	<u>Winter Animals</u>	<u>Dinosaurs and Fossils</u>	<u>Space and Our Planet</u>	<u>Castles and Royalty</u>	<u>Weather</u>
<p style="text-align: center;">ELG Understanding the World <u>Past and Present</u></p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. 	To know about my own life-story and where I live.	To talk about and know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. (Shakleton, Henson and Aston)	To talk about and know the lives of the people around us. To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. (Mary Anning)	To know about figures from the past (Neil Armstrong) To know about the past through settings, characters and events encountered in books read in class and storytelling. (Space travel)	To know about the past through settings, characters and events encountered in books read in class and story telling. (The Royals and local Lutterall Family)	To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. (Weather in the past)
Year B	<u>My Friends</u>	<u>Toys</u>	<u>Ships, Boats and Pirates</u>	<u>My Healthy Body</u>	<u>African Animals</u>	<u>Cities and Summer Travel</u>
<p style="text-align: center;">ELG Understanding the World <u>Past and Present</u></p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. 	To know about myself and the important people I have around me.	To talk about and know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. (<i>Toys over time</i>)	To talk about and know the lives of the people around us. To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. (<i>Pirates</i>)	To know about figures from the past (<i>Florence Nightengale</i>) To know about the past through settings, characters and events encountered in books read in class and storytelling.	N/A	To know about the past through settings, characters and events encountered in books read in class and storytelling. (<i>Our local church</i>)

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				To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. (<i>Medicine over time</i>)		
Year C	Family	Winter Festivals	Memories	Jobs	Technology	Seaside
<p>ELG Understanding the World <u>Past and Present</u></p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	To know about myself and what makes my family.	<p>To know about figures from the past (<i>Guy Fawkes</i>)</p> <p>To talk about and know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. (<i>Guy Fawkes and Bridgewater Carnival</i>)</p>	<p>To know about figures from the past (<i>Floella Benjamin</i>)</p> <p>To talk about and know the lives of the people around us. To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. (<i>Wind Rush</i>)</p>	<p>To know about figures from the past (<i>Samuel Pepys</i>)</p> <p>To know about the past through settings, characters and events encountered in books read in class and storytelling. (<i>Great Fire of London</i>)</p> <p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. (<i>Fire brigade</i>)</p>	To know about the past through settings, characters and events encountered in books read in class and storytelling. (<i>Bill Gates/Elon Musk</i>)	<p>To know and talk about the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>To talk about and know the lives of the people around us. To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. (<i>Victorian seaside and West Somerset Railway</i>)</p>
Topic Year A	Where we live	Winter Animals	Dinosaurs and Fossils	Space and Our Planet	Castles and Royalty	Weather

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<p style="text-align: center;">ELG <u>Understanding the World</u> <u>The Natural World</u></p> <ul style="list-style-type: none"> • 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. 	<p>To understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <i>(Seasonal changes/day and night.)</i></p>	<p>To explore the natural world around them, making observations and drawing pictures of animals. To 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. <i>(Penguins and their characteristics)</i></p>	<p>To talk about and explore the natural world around them, making observations and drawing pictures of animals and plants. <i>(Mini beasts and habitats)</i></p>	<p>To talk about and know some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>To talk about and 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. <i>(Space, our solar system and forces)</i></p>	<p>To talk about and know some important processes and changes in the natural world around them, including the seasons and changing states of matter. <i>(Chocolate and melting points, chocolate bar design)</i></p>	<p>To talk about and 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.</p> <p>To talk about and explore the natural world around them, making observations and drawing pictures of animals and plants. <i>(Weather around the world and growing plants)</i></p>
Year B	<u>My Friends</u>	<u>Toys</u>	<u>Ships, Boats and Pirates</u>	<u>My Healthy Body</u>	<u>African Animals</u>	<u>Cities and Summer Travel</u>
<p style="text-align: center;">ELG <u>Understanding the World</u> <u>The Natural World</u></p> <ul style="list-style-type: none"> • 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 	<p>To understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <i>(Seasonal changes/hibernation.)</i></p>	<p>To talk about and know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and</p>	<p>To talk about and know some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>To talk about and know some</p>	<p>To talk about and explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>To talk about and know some similarities and</p>	<p>To talk about and explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>To talk about and know some similarities and</p>	<p>To talk about and explore the natural world around them, making observations and drawing pictures of animals and plants. <i>(Growing plants)</i></p>

<p>experiences and what has been read in class.</p> <ul style="list-style-type: none"> • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 		<p>what has been read in class. <i>(Forces and wind-up toys)</i></p>	<p>similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. <i>(Absorption and materials for boat building)</i></p>	<p>differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. <i>(My human body and other animals)</i></p>	<p>differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. <i>(African animals and lions)</i></p>	
Year C	Family	Winter Festivals	Memories	Jobs	Technology	Seaside
<p style="text-align: center;">ELG Understanding the World <u>The Natural World</u></p> <ul style="list-style-type: none"> • 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. 	<p>To understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <i>(Seasonal changes/trees over the year)</i></p>	<p>To talk about and know some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>To talk about and 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.</p>	<p>To talk about and 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. <i>(Boats, wind and waves)</i></p>	<p>To talk about and explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>To talk about and 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.</p>	<p>To talk about and explore the natural world around them, making observations and drawing pictures of animals and plants. <i>(Growing plants from seeds/what conditions)</i></p>	<p>To talk about and explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>To talk about and know some important processes and changes in the natural world around them, including the seasons and changing states of matter. <i>(Habitats of the coast/turtles)</i></p>

		<i>(Materials and their uses)</i>		<i>(British animals and living things)</i>		
Topic Year A	<u>Where we live</u>	<u>Winter Animals</u>	<u>Dinosaurs and Fossils</u>	<u>Space and Our Planet</u>	<u>Castles and Royalty</u>	<u>Weather</u>
<p>ELG <u>Understanding the World</u> <u>People, Culture and Communities</u></p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. 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. 	<p>To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. <i>(Hinduism AMV)</i></p> <p>To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. <i>(Simple map work of classroom/school and village)</i></p>	<p>To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. <i>(Is light a good symbol of celebration? Diwali)</i></p> <p>To 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. <i>(Antarctica, weather, where, why)</i></p>	<p>To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. <i>(God's creation variations)</i></p> <p>To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. <i>(Archelogy, fossils and coastline)</i></p>	<p>To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. <i>(Should everyone follow Jesus?)</i></p>	<p>To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. <i>(Do we need shared special places)</i></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. <i>(Dunster castle)</i></p>	<p>To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. <i>(Hinduism AMV)</i></p> <p>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. <i>(Continents of the world)</i></p>
Year B	<u>My Friends</u>	<u>Toys</u>	<u>Ships, Boats and Pirates</u>	<u>My Healthy Body</u>	<u>African Animals</u>	<u>Cities and Summer Travel</u>
<p>ELG <u>Understanding the World</u> <u>People, Culture and Communities</u></p>	To know some similarities and differences between	To know some similarities and differences between	To know some similarities and differences between	To know some similarities and differences between	To know some similarities and differences between	To know some similarities and differences between

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<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • 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. 	<p>different religious and cultural communities in this country, drawing on their experiences and what has been read in class. <i>(Who is God? AMV)</i></p> <p>To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. <i>(Where do you live on a map)</i></p>	<p>different religious and cultural communities in this country, drawing on their experiences and what has been read in class. <i>(Do religious symbols mean the same to everyone?)</i></p>	<p>different religious and cultural communities in this country, drawing on their experiences and what has been read in class. <i>(Who should you follow?)</i></p> <p>To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. <i>(Pirate maps/ find the treasure in the school)</i></p> <p>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. <i>(Seas of the world)</i></p>	<p>different religious and cultural communities in this country, drawing on their experiences and what has been read in class. <i>(How should the church celebrate Easter?)</i></p>	<p>different religious and cultural communities in this country, drawing on their experiences and what has been read in class. <i>(Are some stories more important than others?)</i></p> <p>To 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. <i>(Africa and how it is different to the UK)</i></p>	<p>different religious and cultural communities in this country, drawing on their experiences and what has been read in class. <i>(Can stories change people?)</i></p> <p>To 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. <i>(Summer city destinations)</i></p>
Year C	Family	Winter Festivals	Memories	Jobs	Technology	Seaside

<p style="text-align: center;">ELG Understanding the World <u>People, Culture and Communities</u></p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • 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. 	<p>To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. <i>(Is everyone special?)</i></p> <p>To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. <i>(We're going on a bear hunt!)</i></p>	<p>To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. <i>(Should we celebrate harvest or Christmas?)</i></p>	<p>To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. <i>(Is it important to celebrate new year?)</i></p> <p>To 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. <i>(UK and Trinidad comparison)</i></p>	<p>To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. <i>(Using the environment to show Easter)</i></p> <p>To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. <i>(Spring walk following maps)</i></p>	<p>To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. <i>(What can we find out about the Jewish faith?)</i></p>	<p>To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. <i>(Jewish Faith)</i></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>To 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. <i>(Continents and their seas)</i></p>
<p style="text-align: center;">ELG Expressive Art and Design <u>Creating with Materials</u></p>	<p>To name colours</p>	<p>To use colours for a particular purpose</p>	<p>To draw using sketching techniques.</p>	<p>To experiment with more complex mixing</p>	<p>To share their creations and talk about them.</p>	<p>To know some similarities and</p>

<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. <p><u>Being Imaginative and Expressive</u></p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music 	<p>To experiment with simple mixing colours. (Primary colours)</p> <p>To create simple representations of people/ animals and objects.</p> <p>To draw and colour with pencils and crayons.</p> <p>To use simple construction materials.</p> <p>Stage and role play opportunities always available.</p> <p>Music and nursery rhymes with actions.</p> <p>Whole school singing practice and worships.</p>	<p>To share their creations and talk about them.</p> <p>To experiment with different mark making tools such as art pencils, pastels, chalk.</p> <p>To use junk modelling to create a structure.</p> <p>Christmas creations and baking.</p> <p>Stage and role play opportunities always available.</p> <p>Music and nursery rhymes with actions.</p> <p>Whole school singing practice and worships.</p>	<p>To explore different techniques for joining materials</p> <p>Stage and role play opportunities always available.</p> <p>Music and nursery rhymes with actions. Whole school singing practice and worships.</p>	<p>colours. (Secondary colours)</p> <p>To use more complex construction materials.</p> <p>Stage and role play opportunities always available.</p> <p>To use junk modelling to create a structure.</p> <p>Music and nursery rhymes with actions.</p> <p>Whole school singing practice and worships.</p>	<p>To show others how to make their creation.</p> <p>Stage and role play opportunities always available.</p> <p>Music and nursery rhymes with actions.</p> <p>Whole school singing practice and worships.</p>	<p>differences between materials</p> <p>To learn about and compare artists</p> <p>To explore, use and refine a variety of artistic effects to express their ideas and feeling</p> <p>To share creations, talk about process and evaluate their work</p> <p>Stage and role play opportunities always available.</p> <p>Music and nursery rhymes with actions.</p> <p>Whole school singing practice and worships.</p>
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'Together we Flourish and Achieve'

Impact

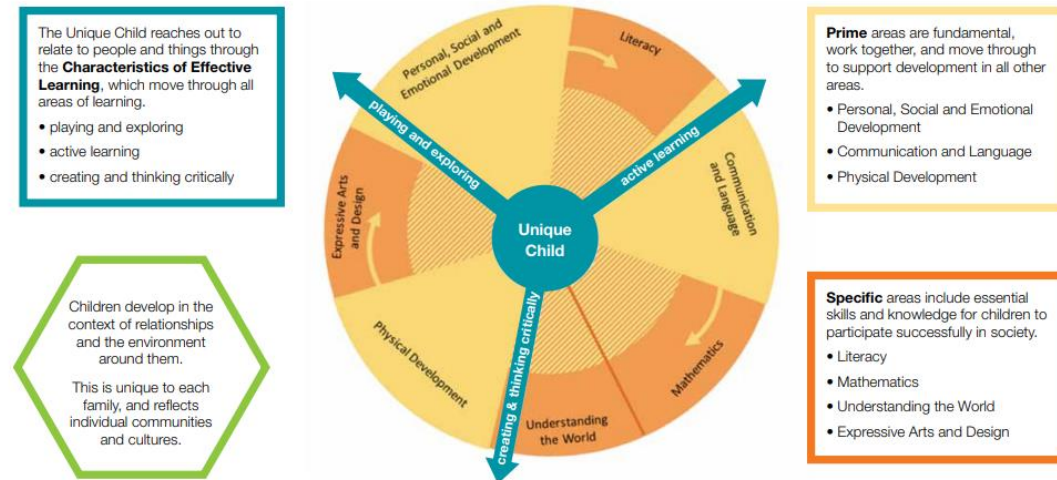
The impact of our carefully designed EYFS programme of study is designed to support the children's learning and development through a combination of direct whole class teaching and play based, child-initiated activities with purposeful and stimulating provision prepared within the classroom.

This blended and holistic approach of play-based and structured activities supports the children's growth and development of personal, social, emotional, physical and cognitive development and gaining the essential skills within early literacy and numeracy.

Our EYFS programme of learning enables the strong foundations for lifelong learning, instilling confidence, independence and a love of learning preparing our children towards their next step to Key Stage 1 and future educational success.

Assessment

Assessment plays a crucial role in understanding and supporting each child's development.

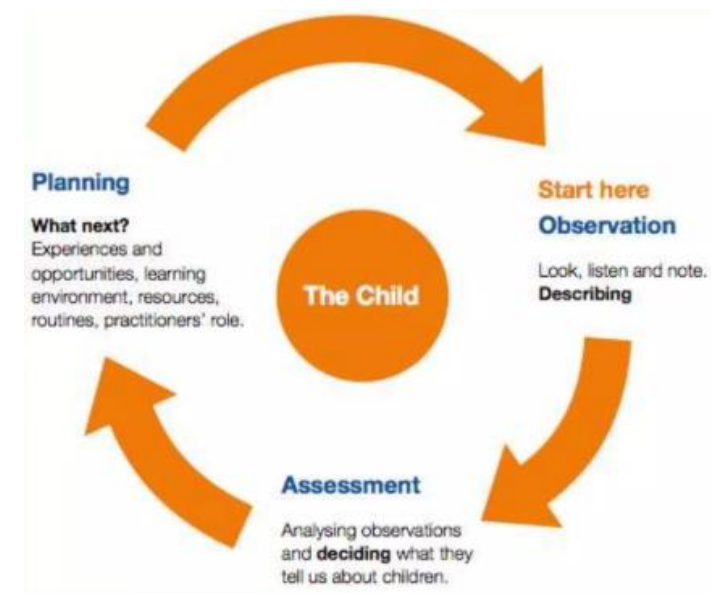


The assessment process is designed to be holistic, covering all 7 areas of learning and complimented through the identification of learning through the Characteristics of Effective Teaching and Learning.

Children are assessed within the first 6 weeks of starting school using the **Reception Baseline Assessment (RBA)** providing a starting point and an early understanding of each child.

Children are **continuously observed** through their daily interactions within the classroom and school allowing teachers and TA's to assess and understand the children interests, strengths and areas for development. Regular assessment allows children's learning to be monitored then enabling teachers and TA's to adapt provision to consolidate and provide next steps in learning tailored to their needs and interests.

At the end of reception year a summative assessment is carried out against the **Early Learning Goals (ELGs)** to provide an overview of children's development and readiness for Key Stage 1.



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Inclusion

At Spaxton we believe that **All** leaders are leaders of SEND, and as such is it our responsibility to ensure an inclusive approach to promote the wellbeing and academic progress of **all** our children in whole curriculum. By removing barriers to learning and supporting the growth of the whole child we are helping **all** to succeed.

In the Trust, we have adopted an evidence-based approach to supporting **all** of our children as we believe what is good for all can be vital for some.

We use the EEF 'Five a day' principles to support our repertoire of teaching strategies daily in response to individual needs.

These work in conjunction with the work we have been doing on Retrieval with Kate Jones and Rosenshine's Principles of instruction such as small step learning, modelled examples, independent practice.

