

**Our Curriculum** 

**EYFS** 



# **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.

- 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.

### **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              |
|---|---------------------------|------------------------|-----------------------|-------------------------|-----------------------|-----------------------|
| Торіс   | Where we live             | Winter Animals         | Dinosaurs and         | Space and Our           | Castles and           | Weather               |
| Year A  |                           |                        | Fossils               | Planet                  | Royalty               |                       |
| Year B  | My Friends                | Toys                   | Ships, Boats and      | My Healthy Body         | African Animals       | Cities and Summer     |
|   |                           |                        | Pirates               |                         |                       | Travel                |
| Year C  | <u>Family</u>             | Winter Festivals       | Mermories             | Jobs                    | <b>Technology</b>     | Seaside               |
| ELG   | To understand how to      | To engage in story     | To understand what    | To retell a story using | To understand         | Discuss their ideas   |
| Communication and language                                | sit and listen carefully. | times, joining in with | is a question.        | role play.              | questions such as     | and understanding of  |
| Listening, Attention and                                  |                           | repeated phrases       |                       |                         | who, what, where,     | what has been read    |
| <b>Understanding</b>                                      | To understand why         | and actions.           | To ask questions to   | To follow a story       | when, why and how.    | in class.             |
| <ul> <li>Listen attentively and respond to</li> </ul>     | listening is important.   |                        | find out more.        | without pictures or     |                       |                       |
| what they hear with relevant                              |                           | To sequence stories    |                       | props.                  | To engage and         | To have               |
| questions, comments and actions                           | Encourage the use of      | in order of events.    | To sequence stories   |                         | understand the        | conversations with    |
| when being read to and during whole                       | full sentences.           |                        | in order of events    | To share ideas and      | difference in non-    | adults and peers with |
| class discussions and small group                         |                           | To begin to            | and give reasons      | drama with the class    | fiction and fiction   | back and forth        |
| interactions.   | To talk in front of a     | understand how and     | why.                  | standing up at the      | books.                | exchanges.            |
| <ul> <li>Make comments about what they</li> </ul>         | small group.              | why questions.         |                       | front.                  |                       |                       |
| have heard and ask questions to clarify                   |                           |                        | To develop the        |                         | Discuss their ideas   | To talk to different  |
| their understanding.                                      | To talk to adults.        | To respond to          | confidence to talk to | To use new              | and understanding of  | adults around the     |
| <ul> <li>Hold conversation when engaged in</li> </ul>     |                           | instructions with      | other adults they see | vocabulary in           | what has been read    | school.               |
| back-and-forth exchanges with their                       | To be able to follow      | more than one step.    | on a daily basis.     | different contexts.     | in class.             |                       |
| teacher and peers.  | directions.               |                        |                       |                         |                       | To talk about why     |
| Speaking  |                           | To answer questions    | To engage in non-     | To engage in non-       | To link statements    | things happen using   |
| <ul> <li>Participate in small group, class and</li> </ul> | To learn new              | in front of whole      | fiction books.        | fiction books.          | and stick to a main   | new and past          |
| one-to-one discussions, offering their                    | vocabulary and use.       | class.                 |                       |                         | theme.                | vocabulary.           |
| own ideas, using recently introduced                      |                           |                        | To begin to talk in   | To link statements      |                       |                       |
| vocabulary.   |                           | To use new             | sentences using       | and stick to a main     | To use talk to        | To talk in sentences  |
| <ul> <li>Offer explanations for why things</li> </ul>     |                           | vocabulary             | conjunctions e.g.     | theme.                  | organise, sequence    | using a range of      |
| might happen, making use of recently                      |                           | throughout the day.    | and, because.         |                         | and clarify thinking, | tenses.               |
| introduced vocabulary from stories,                       |                           |                        |                       |                         | ideas, feelings and   |                       |
| non-fiction, rhymes and poems when                        |                           |                        |                       |                         | events.               |                       |
| appropriate.  |                           |                        |                       |                         |                       |                       |
| <ul> <li>Express their ideas and feelings</li> </ul>      |                           |                        |                       |                         |                       |                       |
| about their experiences using full                        |                           |                        |                       |                         |                       |                       |

| sentences, including use of past,                       |                        |                      |                       |                        |                      |                        |
|---|------------------------|----------------------|-----------------------|------------------------|----------------------|------------------------|
| present and future tenses and making                    |                        |                      |                       |                        |                      |                        |
| use of conjunctions, with modelling                     |                        |                      |                       |                        |                      |                        |
| and support from their teacher.                         |                        |                      |                       |                        |                      |                        |
| ELG   | To begin to recognise  | To talk about how    | To focus during       | To identify and        | To control own       | To maintain focus      |
| Personal, Social and Emotional                          | different emotions     | they are feeling.    | longer whole class    | moderate their own     | emotions using a     | during extended        |
| Self-Regulation   | and understand how     |                      | lessons.              | feelings socially and  | range of techniques. | whole class teaching.  |
| <ul> <li>Show an understanding of their own</li> </ul>  | people show            | To begin to consider |                       | emotionally.           |                      |                        |
| feelings and those of others and begin                  | emotions.              | the feelings of      | To follow two- step   |                        | To set a target and  | To follow instructions |
| to regulate their behaviour                             |                        | others.              | instructions.         | To recognise and       | reflect on progress. | of three steps or      |
| accordingly.  | To follow one- step    |                      |                       | consider the feelings  |                      | more.                  |
| <ul> <li>Set and work towards simple goals,</li> </ul>  | instructions.          | Adapt behaviour      | To begin to show      | and needs of others.   | Identify what they   |                        |
| being able to wait for what they want                   |                        | accordingly to       | resilience and        |                        | find a challenge and | To understand the      |
| and control their immediate impulses                    | To wash hands          | situation.           | perseverance in the   | To develop             | explore a solution.  | importance of          |
| when appropriate.                                       | independently and      |                      | face of challenge.    | independence when      |                      | healthy food choices.  |
| <ul> <li>Give focused attention to what the</li> </ul>  | put coat on            | To develop class     |                       | dressing and           | To identify and name |                        |
| teacher says, responding appropriately                  | independently.         | rules and understand | To practise doing up  | undressing for         | healthy foods.       | To show resilience     |
| even when engaged in activity, and                      |                        | the need to have     | a zipper and buttons  | activities such as P.E |                      | and perseverance in    |
| show an ability to follow instructions                  | To get changed for P.E | rules.               | on self and others.   | and outdoor learning   | To manage own basic  | the face of challenge. |
| involving several ideas or actions.                     | with support and       |                      |                       | sessions.              | needs independently. |                        |
| Managing Self   | begin to learn to fold | To put P.E kit on    | To begin to work as a |                        |                      | To show a 'can do'     |
| <ul> <li>Be confident to try new activities</li> </ul>  | clothes.               | independently To     | group listening to    | To have a good go at   | Clean teeth          | attitude.              |
| and show independence, resilience                       |                        | have confidence to   | others ideas with     | folding clothes.       | independently.       |                        |
| and perseverance in the face of                         | Clean teeth with       | try new activities.  | support.              |                        |                      | To change for          |
| challenge.  | support.               |                      |                       | To begin to listen to  | To work as a group   | activities and do up   |
| <ul> <li>Explain the reasons for rules, know</li> </ul> |                        | To engage with       | To use experience to  | the ideas of other     | considering others.  | zippers, buttons with  |
| right from wrong and try to behave                      | To explore different   | children who are     | take turns with       | children and agree     |                      | minimal support.       |
| accordingly.  | areas within the EY    | playing within same  | others.               | on a solution and      | To develop           | Also to help others.   |
| <ul> <li>Manage their own basic hygiene and</li> </ul>  | provision.             | area.                |                       | compromise.            | relationships with   |                        |
| personal needs, including dressing,                     |                        |                      |                       |                        | other adults around  | To have confidence     |
| going to the toilet and understanding                   | To use the toilet      | To take turns with   |                       | To begin to develop    | the school.          | to communicate with    |
| the importance of healthy food                          | independently.         | support.             |                       | relationships with     |                      | adults around the      |
| choices.  |                        |                      |                       | other adults around    |                      | school.                |
| Building Relationships                                  | To seek support of     | To begin to develop  |                       | the school.            |                      |                        |
| <ul> <li>Work and play cooperatively and</li> </ul>     | adults when needed.    | friendships.         |                       |                        |                      | To have strong         |
| take turns with others.                                 |                        |                      |                       |                        |                      | friendships.           |

| • Form positive attachments to adults                     | To gain confidence to  | To have positive        |                       |                        |                        |                        |
|---|------------------------|-------------------------|-----------------------|------------------------|------------------------|------------------------|
| and friendships with peers.                               | speak to peers and     | relationships with all  |                       |                        |                        |                        |
| <ul> <li>Show sensitivity to their own and to</li> </ul>  | adults                 | staff that they work    |                       |                        |                        |                        |
| others' needs.  |                        | closely with.           |                       |                        |                        |                        |
| ELG   | To move safely in a    | To begin to balance,    | To roll and catch a   | To develop accuracy    | To move safely with    | To develop accuracy    |
| Physical Development                                      | space.                 | jump and hop.           | large ball.           | when throwing to a     | confidence and         | when throwing and      |
| Gross Motor Skills  |                        |                         |                       | target.                | imagination,           | hitting a target.      |
| <ul> <li>Negotiate space and obstacles</li> </ul>         | To stop safely.        | To run and stop.        | To throw and catch a  |                        | communicating ideas    |                        |
| safely, with consideration for                            |                        |                         | large ball with a     | To kick a ball to a    | through movement.      | To follow instructions |
| themselves and others.                                    | To follow a path and   | To change direction.    | partner.              | target.                |                        | and move safely        |
| <ul> <li>Demonstrate strength, balance and</li> </ul>     | take turns.            |                         |                       |                        | To explore             | when playing tagging   |
| coordination when playing.                                |                        | To explore different    | To dribble a ball     | To hold scissors       | movement using a       | games.                 |
| <ul> <li>Move energetically, such as running,</li> </ul>  | To work cooperatively  | ways to travel using    | using feet.           | correctly and cut      | prop with control      |                        |
| jumping, dancing, hopping, skipping                       | with a partner.        | equipment.              |                       | along a curved line.   | and co- ordination.    | To learn to play       |
| and climbing.   |                        |                         | To kick a ball.       |                        |                        | against an opponent.   |
| Fine Motor Skills   | To use a dominant      | To begin to use         |                       | To write taught        | To move with control   |                        |
| <ul> <li>Hold a pencil effectively in</li> </ul>          | hand.                  | anticlockwise           | To use a tripod grip  | letters using correct  | and coordination, to   | To hold scissors       |
| preparation for fluent writing – using                    |                        | movement and            | when using mark       | formation.             | copy a sequence of     | correctly and cut      |
| the tripod grip in almost all cases.                      | To mark make using     | retrace vertical lines. | making tools.         |                        | actions.               | various materials.     |
| <ul> <li>Use a range of small tools, including</li> </ul> | different shapes.      |                         |                       | To write letters using |                        |                        |
| scissors, paint brushes and cutlery.                      |                        | To develop a tripod     | To thread small       | the correct letter     | To hold scissors       | To create drawings     |
| <ul> <li>Begin to show accuracy and care</li> </ul>       | To begin to use a      | grip when using mark    | beads and small       | formation and          | correctly and cut out  | with details.          |
| when drawing  | tripod grip when using | making tools.           | pegs.                 | control the size of    | large shapes.          |                        |
|   | mark making tools.     |                         |                       | letters.               |                        | To copy letters using  |
|   |                        | To accurately draw      | To copy taught        |                        | To write letters using | a lead in and lead     |
|   | To use large tweezers  | lines, circles and      | letters using correct | To paint using         | the correct letter     | out.                   |
|   | to transfer objects.   | shapes to draw          | formation.            | thinner paintbrushes.  | formation.             |                        |
|   |                        | pictures.               |                       |                        |                        | To independently use   |
|   | To thread large beads  |                         | To hold scissors      | To with support use a  | To use a hammer,       | a knife, fork and      |
|   | and large beads.       | To begin to copy        | correctly and cut     | hammer, saw and        | saw and screwdriver    | spoon to eat a range   |
|   |                        | letters.                | along a straight and  | screwdriver.           |                        | of meals               |
|   |                        |                         | zigzagged lines.      |                        |                        |                        |
|   |                        | To hold scissors        |                       |                        |                        | To write letters using |
|   |                        | correctly and make      | To begin to hold a    |                        |                        | the correct letter     |
|   |                        | snips in paper.         | knife correctly and   |                        |                        | formation and          |

|  |                         |                      | use to cut food with support. |                       |                       | control the size of letters. |
|--|-------------------------|----------------------|-------------------------------|-----------------------|-----------------------|------------------------------|
| ELG  | To use pictures to tell | To recognise taught  | To act out stories.           | To retell a story.    | To begin to answer    | To answer questions          |
| Literacy   | stories.                | Phase 2 and 3 sounds |                               | ,                     | questions about       | about what they              |
| Comprehension  |                         | and tricky words.    | To begin to predict           | To follow a story     | what they have read.  | have read.                   |
| • Demonstrate understanding of what                      | To sequence familiar    |                      | what may happen in            | without pictures or   | ,                     |                              |
| has been read to them by retelling                       | stories.                | To read words with   | the story.                    | props.                | To use vocabulary     | To know that                 |
| stories 14 and narratives using their                    |                         | double letters.      |                               |                       | that is influenced by | information can be           |
| own words and recently introduced                        | To independently look   |                      | To suggest how a              | To talk about the     | their experiences of  | retrieved from               |
| vocabulary.  | at book, holding them   | To recognise taught  | story might end.              | characters in the     | books.                | books.                       |
| • Anticipate – where appropriate – key                   | the correct way and     | digraphs in words    |                               | books they are        |                       |                              |
| events in stories.                                       | turning pages.          | and blend the sounds | To recognise taught           | reading.              | To use and apply      | To use and apply             |
| <ul> <li>Use and understand recently</li> </ul>          |                         | together.            | Phase 2 and 3 sounds          |                       | taught phase 4        | taught phase 4               |
| introduced vocabulary during                             | To recognise their      |                      | and tricky words.             | To read phase 4       | sounds and tricky     | sounds and tricky            |
| discussions about stories, non-fiction,                  | name                    | To begin read short  |                               | words including       | words.                | words.                       |
| rhymes and poems and during role-                        |                         | sentences containing | To begin to blend             | those with double     |                       |                              |
| play.  | To recognise taught     | tricky words and     | phase 4 words and             | letters.              | To read words with    | To read words with           |
| Word Reading   | Phase 2 sounds and      | digraphs.            | tricky words.                 |                       | short vowels and      | short vowels and             |
| <ul> <li>Say a sound for each letter in the</li> </ul>   | tricky words.           |                      |                               | To read compound      | adjacent consonants.  | adjacent consonants.         |
| alphabet and at least 10 digraphs.                       |                         | To begin read books  | To recognise taught           | words read words.     |                       |                              |
| <ul> <li>Read words consistent with their</li> </ul>     | To segment CVC          | matching their       | digraphs in words             |                       | To read words ending  | To read words ending         |
| phonic knowledge by sound-blending.                      | words.                  | phonics knowledge.   | and blend the sounds          | To chunk words to     | in suffixes.          | in suffixes.                 |
| <ul> <li>Read aloud simple sentences and</li> </ul>      |                         |                      | together.                     | read longer words.    |                       |                              |
| books that are consistent with their                     | To begin to blend       | To begin to segment  |                               |                       | To read longer        | To read longer               |
| phonic knowledge, including some                         | sounds together to      | and write CVC words  | To read sentences             | To read sentences     | sentences containing  | sentences containing         |
| common exception words.                                  | read words using the    | using taught sounds. | containing tricky             | containing Tricky     | Phase 4 words and     | Phase 4 words and            |
| Writing  | taught sounds.          |                      | words digraphs.               | Words and digraphs.   | Tricky words.         | Tricky words.                |
| <ul> <li>Write recognisable letters, most of</li> </ul>  |                         | To write their name. |                               |                       |                       |                              |
| which are correctly formed.                              | To copy their name      |                      | To read books                 | To read books         | To read books         | To read books                |
| <ul> <li>Spell words by identifying sounds in</li> </ul> |                         | To use the correct   | matching their                | matching their        | matching their        | matching their               |
| them and representing the sounds                         | To give meanings to     | letter formation of  | phonics knowledge.            | phonic knowledge.     | phonic knowledge.     | phonic knowledge.            |
| with a letter or letters.                                | the marks they make.    | taught letters.      |                               |                       |                       |                              |
| <ul> <li>Write simple phrases and sentences</li> </ul>   |                         |                      |                               | To form lower- case   |                       |                              |
| that can be read by others.                              | To copy taught letters  |                      |                               | letters correctly and |                       |                              |

|  | To write initial sounds.                     | To write words and<br>labels using taught<br>sounds. | To begin to write<br>captions using taught<br>sounds.<br>To form lower- case<br>letters correctly. | begin to former<br>capital letters.<br>To spell some taught<br>tricky words<br>correctly. | To form lower- case<br>and capital letters<br>correctly.<br>To begin to copy<br>letters using a lead in<br>and lead out.<br>To begin to write<br>longer words which<br>are spelt<br>phonetically. | To form lower- case<br>and capital letters<br>correctly.<br>To begin to copy<br>letters using a lead in<br>and lead out.<br>To begin to write<br>longer words which |
|--|--|--|--|---|---|---|
| ELG<br>Mathematics<br>Number<br>• Have a deep understanding of<br>numbers to 10, including the<br>composition of each number.<br>• Subitise (recognise quantities<br>without counting) up to 5.<br>• Automatically recall (without<br>reference to rhymes, counting or<br>other aids) number bonds up to 5<br>(including subtraction facts) and some<br>number bonds to 10, including double<br>facts.<br><u>Numerical Patterns</u><br>• Verbally count beyond 20,<br>recognising the pattern of the<br>counting system. | See maths booklet for<br>curriculum coverage | See maths booklet<br>for curriculum<br>coverage      | See maths booklet<br>for curriculum<br>coverage  | See maths booklet<br>for curriculum<br>coverage   | See maths booklet<br>for curriculum<br>coverage   | See maths booklet<br>for curriculum<br>coverage   |
| • Compare quantities up to 10 in<br>different contexts, recognising when<br>one quantity is greater than, less than<br>or the same as the other quantity.  |  |  |  |   |   |   |

| • Explore and represent patterns<br>within numbers up to 10, including<br>evens and odds, double facts and how<br>quantities can be distributed equally.  |   |   |  |   |  |   |
|---|---|---|--|---|--|---|
| Торіс   | Where we live   | Winter Animals  | <b>Dinosaurs and</b>   | Space and Our   | Castles and  | <u>Weather</u>  |
| Year A  |   |   | <u>Fossils</u>   | <u>Planet</u>   | <u>Royalty</u>   |   |
| ELG<br>Understanding the World<br>Past and Present<br>• Talk about the lives of the people<br>around them and their roles in society.<br>• Know some similarities and<br>differences between things in the past<br>and now, drawing on their experiences<br>and what has been read in class.<br>• Understand the past through<br>settings, characters and events<br>encountered in books read in class and<br>storytelling. | To know about my<br>own life-story and<br>where I live. | To talk about and<br>know some<br>similarities and<br>differences between<br>things in the past and<br>now, drawing on<br>experiences and<br>what has been read<br>in class. (Shakleton,<br>Henson and Aston) | To talk about and<br>know the lives of the<br>people around us. To<br>know some<br>similarities and<br>differences between<br>things in the past and<br>now, drawing on<br>experiences and<br>what has been read<br>in class. (Mary<br>Anning) | To know about<br>figures from the past<br>(Neil Armstrong)<br>To know about the<br>past through<br>settings, characters<br>and events<br>encountered in<br>books read in class<br>and storytelling.<br>(Space travel) | To know about the<br>past through<br>settings, characters<br>and events<br>encountered in<br>books read in class<br>and story telling.<br>(The Royals and local<br>Lutterall Family) | To know some<br>similarities and<br>differences between<br>things in the past and<br>now, drawing on<br>experiences and<br>what has been read<br>in class. (Weather in<br>the past) |
| Year B  | <u>My Friends</u>                                       | <u>Τογs</u>   | <u>Ships, Boats and</u><br><u>Pirates</u>  | <u>My Healthy Body</u>  | <u>African Animals</u>   | <u>Cities and Summer</u><br><u>Travel</u>   |
| ELG   | To know about myself                                    | To talk about and   | To talk about and  | To know about   | N/A  | To know about the   |
| Understanding the World   | and the important                                       | know some   | know the lives of the  | figures from the past   |  | past through  |
| • Talk about the lives of the people  | people I have around                                    | similarities and differences between  | people around us. To   | (Florence   |  | settings, characters  |
| around them and their roles in society.   | me.   | things in the past and  | know some<br>similarities and  | Nightengale)  |  | and events<br>encountered in  |
| Know some similarities and  |   | now, drawing on   | differences between  | To know about the   |  | books read in class   |
| differences between things in the past  |   | experiences and   | things in the past and   | past through  |  | and storytelling.   |
| and now, drawing on their experiences   |   | what has been read  | now, drawing on  | settings, characters  |  | (Our local church)  |
| and what has been read in class.  |   | in class. (Toys over  | experiences and  | and events  |  |   |
| <ul> <li>Understand the past through</li> </ul>   |   | time)   | what has been read   | encountered in  |  |   |
| settings, characters and events   |   |   | in class. (Pirates)  | books read in class   |  |   |
| encountered in books read in class and storytelling.  |   |   |  | and storytelling.   |  |   |

| ELG<br>Understanding the World<br>Past and Present<br>around them and their roles in society.To know about myself<br>and what makes my<br>family.To know about<br>figures from the past<br>(Guy Fawkes)To know about<br>figures from the past<br>(Floella Benjamin)To know about<br>figures from the past<br>(Samuel Pepys)To know about<br>past through<br>settings, characters<br>and events<br>events eTo know about<br>about the<br>through<br>characters   |               |
|---|---------------|
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|   | awing on      |
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|   | s been read   |
| now, drawing on in class.   |               |
|   |               |
|   | ın seaside    |
| in class. (Fire Railway   | st Somerset   |
| brigade)  | st Somerset   |
| Topic         Where we live         Winter Animals         Dinosaurs and         Space and Our         Castles and         W  | st Somerset   |
| Year A <u>Fossils</u> <u>Planet</u> <u>Royalty</u>  | st Somerset   |

| ELG  | To understand some    | To explore the       | To talk about and    | To talk about and    | To talk about and     | To talk about and               |
|--|-----------------------|----------------------|----------------------|----------------------|-----------------------|---------------------------------|
| Understanding the World                              | important processes   | natural world around | explore the natural  | know some            | know some             | know some                       |
| The Natural World                                    | and changes in the    | them, making         | world around them,   | important processes  | important processes   | similarities and                |
| <ul> <li>Explore the natural world around</li> </ul> | natural world around  | observations and     | making observations  | and changes in the   | and changes in the    | differences between             |
| them, making observations and                        | them, including the   | drawing pictures of  | and drawing pictures | natural world around | natural world around  | the natural world               |
| drawing pictures of animals and                      | seasons and changing  | animals.             | of animals and       | them, including the  | them, including the   | around them and                 |
| plants.  | states of matter.     | To know some         | plants.              | seasons and changing | seasons and changing  | contrasting                     |
| <ul> <li>Know some similarities and</li> </ul>       | (Seasonal             | similarities and     | (Mini beasts and     | states of matter.    | states of matter.     | environments,                   |
| differences between the natural world                | changes/day and       | differences between  | habitats)            |                      | (Chocolate and        | drawing on their                |
| around them and contrasting                          | night.)               | the natural world    |                      | To talk about and    | melting points,       | experiences and                 |
| environments, drawing on their                       |                       | around them and      |                      | know some            | chocolate bar design) | what has been read              |
| experiences and what has been read                   |                       | contrasting          |                      | similarities and     |                       | in class.                       |
| in class.  |                       | environments,        |                      | differences between  |                       |                                 |
| <ul> <li>Understand some important</li> </ul>        |                       | drawing on their     |                      | the natural world    |                       | To talk about and               |
| processes and changes in the natural                 |                       | experiences and      |                      | around them and      |                       | explore the natural             |
| world around them, including the                     |                       | what has been read   |                      | contrasting          |                       | world around them,              |
| seasons and changing states of matter.               |                       | in class.            |                      | environments,        |                       | making observations             |
|  |                       | (Penguins and their  |                      | drawing on their     |                       | and drawing pictures            |
|  |                       | characteristics)     |                      | experiences and      |                       | of animals and                  |
|  |                       |                      |                      | what has been read   |                       | plants.                         |
|  |                       |                      |                      | in class.            |                       | (Weather around the             |
|  |                       |                      |                      | (Space, our solar    |                       | world and growing               |
|  |                       |                      |                      | system and forces)   |                       | plants)                         |
| Year B   | My Friends            | Toys                 | Ships, Boats and     | My Healthy Body      | African Animals       | <b><u>Cities and Summer</u></b> |
|  |                       |                      | <u>Pirates</u>       |                      |                       | <u>Travel</u>                   |
| ELG  | To understand some    | To talk about and     | To talk about and               |
| Understanding the World                              | important processes   | know some            | know some            | explore the natural  | explore the natural   | explore the natural             |
| The Natural World                                    | and changes in the    | similarities and     | important processes  | world around them,   | world around them,    | world around them,              |
| <ul> <li>Explore the natural world around</li> </ul> | natural world around  | differences between  | and changes in the   | making observations  | making observations   | making observations             |
| them, making observations and                        | them, including the   | the natural world    | natural world around | and drawing pictures | and drawing pictures  | and drawing pictures            |
| drawing pictures of animals and                      | seasons and changing  | around them and      | them, including the  | of animals and       | of animals and        | of animals and                  |
| plants.  | states of matter.     | contrasting          | seasons and changing | plants.              | plants.               | plants.                         |
| <ul> <li>Know some similarities and</li> </ul>       | (Seasonal             | environments,        | states of matter.    |                      |                       | (Growing plants)                |
| differences between the natural world                | changes/hibernation.) | drawing on their     |                      | To talk about and    | To talk about and     |                                 |
| around them and contrasting                          |                       | experiences and      | To talk about and    | know some            | know some             |                                 |
|  |                       |                      |                      |                      |                       |                                 |
| environments, drawing on their                       |                       |                      | know some            | similarities and     | similarities and      |                                 |

| experiences and what has been read<br>in class.<br>• Understand some important<br>processes and changes in the natural<br>world around them, including the<br>seasons and changing states of matter.   |   | what has been read<br>in class.<br>(Forces and wind-up<br>toys)  | similarities and<br>differences between<br>the natural world<br>around them and<br>contrasting<br>environments,<br>drawing on their<br>experiences and<br>what has been read<br>in class.<br>(Absorption and<br>materials for boat<br>building)           | differences between<br>the natural world<br>around them and<br>contrasting<br>environments,<br>drawing on their<br>experiences and<br>what has been read<br>in class.<br>(My human body and<br>other animals)   | differences between<br>the natural world<br>around them and<br>contrasting<br>environments,<br>drawing on their<br>experiences and<br>what has been read<br>in class.<br>(African animals and<br>lions) |   |
|--|---|--|---|---|---|---|
| Year C   | Family  | Winter Festivals   | Memories  | Jobs  | Technology  | Seaside   |
| ELG<br>Understanding the World<br>The Natural World<br>• Explore the natural world around<br>them, making observations and<br>drawing pictures of animals and<br>plants.<br>• Know some similarities and<br>differences between the natural world<br>around them and contrasting<br>environments, drawing on their<br>experiences and what has been read<br>in class.<br>• Understand some important<br>processes and changes in the natural<br>world around them, including the<br>seasons and changing states of matter. | To understand some<br>important processes<br>and changes in the<br>natural world around<br>them, including the<br>seasons and changing<br>states of matter.<br>(Seasonal<br>changes/trees over<br>the year) | To talk about and<br>know some<br>important processes<br>and changes in the<br>natural world around<br>them, including the<br>seasons and changing<br>states of matter.<br>To talk about and<br>know some<br>similarities and<br>differences between<br>the natural world<br>around them and<br>contrasting<br>environments,<br>drawing on their<br>experiences and<br>what has been read<br>in class. | To talk about and<br>know some<br>similarities and<br>differences between<br>the natural world<br>around them and<br>contrasting<br>environments,<br>drawing on their<br>experiences and<br>what has been read<br>in class.<br>(Boats, wind and<br>waves) | To talk about and<br>explore the natural<br>world around them,<br>making observations<br>and drawing pictures<br>of animals and<br>plants.<br>To talk about and<br>know some<br>similarities and<br>differences between<br>the natural world<br>around them and<br>contrasting<br>environments,<br>drawing on their<br>experiences and<br>what has been read<br>in class. | To talk about and<br>explore the natural<br>world around them,<br>making observations<br>and drawing pictures<br>of animals and<br>plants.<br>(Growing plants from<br>seeds/what<br>conditions)         | To talk about and<br>explore the natural<br>world around them,<br>making observations<br>and drawing pictures<br>of animals and<br>plants.<br>To talk about and<br>know some<br>important processes<br>and changes in the<br>natural world around<br>them, including the<br>seasons and changing<br>states of matter.<br>(Habitats of the<br>coast/turtles) |

|   |                         | (Materials and their  |                       | (British animals and   |                        |                       |
|---|-------------------------|-----------------------|-----------------------|------------------------|------------------------|-----------------------|
|   |                         | uses)                 |                       | living things)         |                        |                       |
| Торіс   | Where we live           | Winter Animals        | <b>Dinosaurs and</b>  | Space and Our          | Castles and            | Weather               |
| Year A  |                         |                       | <u>Fossils</u>        | <u>Planet</u>          | <u>Royalty</u>         |                       |
| ELG   | To know some            | To know some          | To know some          | To know some           | To know some           | To know some          |
| Understanding the World                           | similarities and        | similarities and      | similarities and      | similarities and       | similarities and       | similarities and      |
| People, Culture and Communities                   | differences between     | differences between   | differences between   | differences between    | differences between    | differences between   |
| <ul> <li>Describe their immediate</li> </ul>      | different religious and | different religious   | different religious   | different religious    | different religious    | different religious   |
| environment using knowledge from                  | cultural communities    | and cultural          | and cultural          | and cultural           | and cultural           | and cultural          |
| observation, discussion, stories, non-            | in this country,        | communities in this   | communities in this   | communities in this    | communities in this    | communities in this   |
| fiction texts and maps.                           | drawing on their        | country, drawing on   | country, drawing on   | country, drawing on    | country, drawing on    | country, drawing on   |
| <ul> <li>Know some similarities and</li> </ul>    | experiences and what    | their experiences and | their experiences and | their experiences and  | their experiences and  | their experiences and |
| differences between different religious           | has been read in class. | what has been read    | what has been read    | what has been read     | what has been read     | what has been read    |
| and cultural communities in this                  | (Hinduism AMV)          | in class.             | in class.             | in class.              | in class.              | in class.             |
| country, drawing on their experiences             |                         | (Is light a good      | (God's creation       | (Should everyone       | (Do we need shared     | (Hinduism AMV)        |
| and what has been read in class.                  | To describe their       | symbol of             | variations)           | follow Jesus?)         | special places)        |                       |
| <ul> <li>Explain some similarities and</li> </ul> | immediate               | celebration? Diwali)  |                       |                        |                        | Explain some          |
| differences between life in this                  | environment using       |                       |                       |                        | Describe their         | similarities and      |
| country and life in other countries,              | knowledge from          | To explain some       | To describe their     |                        | immediate              | differences between   |
| drawing on knowledge from stories,                | observation,            | similarities and      | immediate             |                        | environment using      | life in this country  |
| non-fiction texts and – when                      | discussion, stories,    | differences between   | environment using     |                        | knowledge from         | and life in other     |
| appropriate – maps.                               | non-fiction texts and   | life in this country  | knowledge from        |                        | observation,           | countries, drawing    |
|   | maps.                   | and life in other     | observation,          |                        | discussion, stories,   | on knowledge from     |
|   | (Simple map work of     | countries, drawing    | discussion, stories,  |                        | non-fiction texts and  | stories, non-fiction  |
|   | classroom/school and    | on knowledge from     | non-fiction texts and |                        | maps.                  | texts and – when      |
|   | village)                | stories, non-fiction  | maps.                 |                        | (Dunster castle)       | appropriate – maps.   |
|   |                         | texts and – when      | (Archelogy, fossils   |                        |                        | (Continents of the    |
|   |                         | appropriate – maps.   | and coastline)        |                        |                        | world)                |
|   |                         | (Antarctica, weather, |                       |                        |                        |                       |
|   |                         | where, why)           |                       |                        |                        |                       |
| Year B  | <u>My Friends</u>       | <u>Toys</u>           | Ships, Boats and      | <u>My Healthy Body</u> | <u>African Animals</u> | Cities and Summer     |
|   |                         |                       | <u>Pirates</u>        |                        |                        | <u>Travel</u>         |
| ELG   | To know some            | To know some          | To know some          | To know some           | To know some           | To know some          |
| Understanding the World                           | similarities and        | similarities and      | similarities and      | similarities and       | similarities and       | similarities and      |
| People, Culture and Communities                   | differences between     | differences between   | differences between   | differences between    | differences between    | differences between   |

| Describe their immediate                          | different religious and | different religious   |
|---|-------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| environment using knowledge from                  | cultural communities    | and cultural          |
| observation, discussion, stories, non-            | in this country,        | communities in this   |
| fiction texts and maps.                           | drawing on their        | country, drawing on   |
| <ul> <li>Know some similarities and</li> </ul>    | experiences and what    | their experiences and |
| differences between different religious           | has been read in class. | what has been read    |
| and cultural communities in this                  | (Who is God? AMV)       | in class.             |
| country, drawing on their experiences             |                         | (Do religious symbols | (Who should you       | (How should the       | (Are some stories     | (Can stories change   |
| and what has been read in class.                  | To describe their       | mean the same to      | follow?)              | church celebrate      | more important than   | people?)              |
| <ul> <li>Explain some similarities and</li> </ul> | immediate               | everyone?)            |                       | Easter?)              | others?)              |                       |
| differences between life in this                  | environment using       |                       | To describe their     |                       |                       | To explain some       |
| country and life in other countries,              | knowledge from          |                       | immediate             |                       | To explain some       | similarities and      |
| drawing on knowledge from stories,                | observation,            |                       | environment using     |                       | similarities and      | differences between   |
| non-fiction texts and – when                      | discussion, stories,    |                       | knowledge from        |                       | differences between   | life in this country  |
| appropriate – maps.                               | non-fiction texts and   |                       | observation,          |                       | life in this country  | and life in other     |
|   | maps.                   |                       | discussion, stories,  |                       | and life in other     | countries, drawing    |
|   | (Where do you live on   |                       | non-fiction texts and |                       | countries, drawing    | on knowledge from     |
|   | a map)                  |                       | maps.                 |                       | on knowledge from     | stories, non-fiction  |
|   |                         |                       | (Pirate maps/ find    |                       | stories, non-fiction  | texts and – when      |
|   |                         |                       | the treasure in the   |                       | texts and – when      | appropriate – maps.   |
|   |                         |                       | school)               |                       | appropriate – maps.   | (Summer city          |
|   |                         |                       |                       |                       | (Africa and how it is | destinations)         |
|   |                         |                       | Explain some          |                       | different to the UK)  |                       |
|   |                         |                       | 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.   |                       |                       |                       |
|   |                         |                       | (Seas of the world)   |                       |                       |                       |
| Year C  | Family                  | Winter Festivals      | Memories              | Jobs                  | Technology            | Seaside               |
|   | ranny                   |                       | INICITIOTICS          | 1003                  | reciniology           | Jeasine               |

| ELG   | To know some            | To know some          | To know some          | To know some          | To know some          | To know some          |
|---|-------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Understanding the World                           | similarities and        | similarities and      | similarities and      | similarities and      | similarities and      | similarities and      |
| People, Culture and Communities                   | differences between     | differences between   | differences between   | differences between   | differences between   | differences between   |
| <ul> <li>Describe their immediate</li> </ul>      | different religious and | different religious   |
| environment using knowledge from                  | cultural communities    | and cultural          |
| observation, discussion, stories, non-            | in this country,        | communities in this   |
| fiction texts and maps.                           | drawing on their        | country, drawing on   |
| <ul> <li>Know some similarities and</li> </ul>    | experiences and what    | their experiences and |
| differences between different religious           | has been read in class. | what has been read    |
| and cultural communities in this                  | (Is everyone special?)  | in class.             |
| country, drawing on their experiences             |                         | (Should we celebrate  | (Is it important to   | (Using the            | (What can we find     | (Jewish Faith)        |
| and what has been read in class.                  | To describe their       | harvest or            | celebrate new year?)  | environment to show   | out about the Jewish  |                       |
| <ul> <li>Explain some similarities and</li> </ul> | immediate               | Christmas?)           |                       | Easter)               | faith?)               | Describe their        |
| differences between life in this                  | environment using       |                       | To explain some       |                       |                       | immediate             |
| country and life in other countries,              | knowledge from          |                       | similarities and      | To describe their     |                       | environment using     |
| drawing on knowledge from stories,                | observation,            |                       | differences between   | immediate             |                       | knowledge from        |
| non-fiction texts and – when                      | discussion, stories,    |                       | life in this country  | environment using     |                       | observation,          |
| appropriate – maps.                               | non-fiction texts and   |                       | and life in other     | knowledge from        |                       | discussion, stories,  |
|   | maps.                   |                       | countries, drawing    | observation,          |                       | non-fiction texts and |
|   | (We're going on a       |                       | on knowledge from     | discussion, stories,  |                       | maps.                 |
|   | bear hunt!)             |                       | stories, non-fiction  | non-fiction texts and |                       |                       |
|   |                         |                       | texts and – when      | maps.                 |                       | To explain some       |
|   |                         |                       | appropriate – maps.   | (Spring walk          |                       | similarities and      |
|   |                         |                       | (UK and Trinidad      | following maps)       |                       | differences between   |
|   |                         |                       | comparison)           |                       |                       | life in this country  |
|   |                         |                       |                       |                       |                       | and life in other     |
|   |                         |                       |                       |                       |                       | countries, drawing    |
|   |                         |                       |                       |                       |                       | on knowledge from     |
|   |                         |                       |                       |                       |                       | stories, non-fiction  |
|   |                         |                       |                       |                       |                       | texts and – when      |
|   |                         |                       |                       |                       |                       | appropriate – maps.   |
|   |                         |                       |                       |                       |                       | (Continents and their |
|   |                         |                       |                       |                       |                       | seas)                 |
| ELG   | To name colours         | To use colours for a  | To draw using         | To experiment with    | To share their        | To know some          |
| Expressive Art and Design                         |                         | particular purpose    | sketching techniques. | more complex mixing   | creations and talk    | similarities and      |
| Creating with Materials                           |                         |                       |                       |                       | about them.           |                       |

| Cofely use and surlays a veriative of                     | To our oning out with  | Ta ahaya thair        | To overlage different | aalauma (Caaamalamu   |                      | differences between  |
|---|------------------------|-----------------------|-----------------------|-----------------------|----------------------|----------------------|
| Safely use and explore a variety of                       | To experiment with     | To share their        | To explore different  | colours. (Secondary   |                      | differences between  |
| materials, tools and techniques,                          | simple mixing colours. | creations and talk    | techniques for        | colours)              | To show others how   | materials            |
| experimenting with colour, design,                        | (Primary colours)      | about them.           | joining materials     |                       | to make their        |                      |
| texture, form and function.                               |                        |                       |                       | To use more complex   | creation.            | To learn about and   |
| <ul> <li>Share their creations, explaining the</li> </ul> | To create simple       | To experiment with    | Stage and role play   | construction          |                      | compare artists      |
| process they have used.                                   | representations of     | different mark        | opportunities always  | materials.            | Stage and role play  |                      |
| <ul> <li>Make use of props and materials</li> </ul>       | people/ animals and    | making tools such as  | available.            |                       | opportunities always | To explore, use and  |
| when role playing characters in                           | objects.               | art pencils, pastels, |                       | Stage and role play   | available.           | refine a variety of  |
| narratives and stories.                                   |                        | chalk.                | Music and nursery     | opportunities always  |                      | artistic effects to  |
| Being Imaginative and Expressive                          | To draw and colour     |                       | rhymes with actions.  | available.            | Music and nursery    | express their ideas  |
| <ul> <li>Invent, adapt and recount narratives</li> </ul>  | with pencils and       | To use junk           | Whole school singing  |                       | rhymes with actions. | and feeling          |
| and stories with peers and their                          | crayons.               | modelling to create a | practice and          | To use junk           |                      |                      |
| teacher.  |                        | structure.            | worships.             | modelling to create a | Whole school singing | To share creations,  |
| <ul> <li>Sing a range of well-known nursery</li> </ul>    | To use simple          |                       |                       | structure.            | practice and         | talk about process   |
| rhymes and songs.   | construction           | Christmas creations   |                       |                       | worships.            | and evaluate their   |
| • Perform songs, rhymes, poems and                        | materials.             | and baking.           |                       |                       |                      | work                 |
| stories with others, and – when                           |                        | -                     |                       | Music and nursery     |                      |                      |
| appropriate – try to move in time with                    | Stage and role play    | Stage and role play   |                       | rhymes with actions.  |                      | Stage and role play  |
| music   | opportunities always   | opportunities always  |                       |                       |                      | opportunities always |
|   | available.             | available.            |                       | Whole school singing  |                      | available.           |
|   |                        |                       |                       | practice and          |                      |                      |
|   | Music and nursery      | Music and nursery     |                       | worships.             |                      | Music and nursery    |
|   | rhymes with actions.   | rhymes with actions.  |                       |                       |                      | rhymes with actions. |
|   |                        |                       |                       |                       |                      |                      |
|   | Whole school singing   | Whole school singing  |                       |                       |                      | Whole school singing |
|   | practice and worships. | practice and          |                       |                       |                      | practice and         |
|   |                        | worships.             |                       |                       |                      | worships.            |

### **Impact**

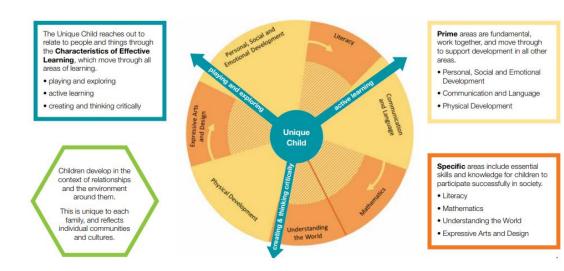
The impact of our carefully designed EYFS programme of study is designed to support the children's learning and development through a combination of direct whole class teaching and play based, child-initiated activities with purposeful and stimulating provision prepared within the classroom.

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.



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.

'Together we Flourish and Achieve'

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.



### 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.

