

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	Technology	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
Understanding	To understand why	and actions.	To ask questions to	To follow a story	when, why and how.	in class.
 Listen attentively and respond to 	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.
 Make comments about what they 	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
 Hold conversation when engaged in 		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
 Participate in small group, class and 	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
 Offer explanations for why things 		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.						
 Express their ideas and feelings 						
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.
 Show an understanding of their own 	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.
 Set and work towards simple goals, 	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.
 Give focused attention to what the 	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'
 Be confident to try new activities 	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
 Explain the reasons for rules, know 		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.
 Manage their own basic hygiene and 	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.		
 Work and play cooperatively and 	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				
 Show sensitivity to their own and to 	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.
 Negotiate space and obstacles 	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
 Demonstrate strength, balance and 	take turns.				To explore	when playing tagging
coordination when playing.		To explore different	To dribble a ball	To hold scissors	movement using a	games.
 Move energetically, such as running, 	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	
 Hold a pencil effectively in 	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.
 Use a range of small tools, including 	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
 Begin to show accuracy and care 	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
 Use and understand recently 		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
 Say a sound for each letter in the 	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.		
 Read words consistent with their 	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.
 Read aloud simple sentences and 			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.
 Write recognisable letters, most of 		To write their name.				
which are correctly formed.	To copy their name		To read books	To read books	To read books	To read books
 Spell words by identifying sounds in 		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.				
 Write simple phrases and sentences 				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 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
ELG Mathematics Number • 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. <u>Numerical Patterns</u> • Verbally count beyond 20, recognising the pattern of the counting system.	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
• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.						

• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.						
Торіс	Where we live	Winter Animals	Dinosaurs and	Space and Our	Castles and	<u>Weather</u>
Year A			<u>Fossils</u>	<u>Planet</u>	<u>Royalty</u>	
ELG Understanding the World Past and Present • 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>Τογs</u>	<u>Ships, Boats and</u> <u>Pirates</u>	<u>My Healthy Body</u>	<u>African Animals</u>	<u>Cities and Summer</u> <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 similarities and	Nightengale)		and events 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		
 Understand the past through 		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 Understanding the World Past and Present around them and their roles in society.To know about myself and what makes my family.To know about figures from the past (Guy Fawkes)To know about figures from the past (Floella Benjamin)To know about figures from the past (Samuel Pepys)To know about past through settings, characters and events events eTo know about about the through characters	
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Past and Present • 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.family.(Guy Fawkes) (Guy Fawkes)(Floella Benjamin) (Samuel Pepys)(Samuel Pepys) and events encountered in books read in class and storytelling.settings, characters and eventsthrough character and events• Understand the past through settings, characters and events encountered in books read in class and storytelling.family.(Guy Fawkes)(Floella Benjamin)(Samuel Pepys)settings, characters and eventsthrough characters and events• Understand the past through settings, characters and events encountered in books read in class and storytelling.To talk about and know someTo talk about and know someTo talk about and know someTo talk about and know someTo know about the past through similarities and differences between things in the past and now, drawing on experiences and what has been read in class. (Guy Fawkes)To talk about and know someTo talk about and know someTo talk about and know someTo talk about and similarities and encountered in books read in classTo talk about and know someTo talk about and know someTo talk about and similarities and encountered in books read in classTo talk about and know someTo talk about and similarities and encountered in books read in classTo	
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• Understand the past through settings, characters and events encountered in books read in class and storytelling.now, drawing on experiences and what has been read in class. (Guy Fawkesdifferences between things in the past and now, drawing on experiences and (Great Fire of London)know th people a know th people a know so similarit	bout and
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storytelling. in class. (Guy Fawkes experiences and London) similarit	
	-
and Bridgewater what has been read a different of all different and a different of all different and a different	
	the past and
	awing on
	ices and
	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
 Explore the natural world around 	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
 Know some similarities and 	(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		
 Understand some important 		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	<u>Cities and Summer</u>
			<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,
 Explore the natural world around 	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.
 Know some similarities and 	(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 in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.		what has been read in class. (Forces and wind-up toys)	similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. (Absorption and materials for boat building)	differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. (My human body and other animals)	differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. (African animals and lions)	
Year C	Family	Winter Festivals	Memories	Jobs	Technology	Seaside
ELG Understanding the World The Natural World • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	To understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (Seasonal changes/trees over the year)	To talk about and know some important processes and changes in the natural world around them, including the seasons and changing states of matter. 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.	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. (Boats, wind and waves)	To talk about and explore the natural world around them, making observations and drawing pictures of animals and plants. 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.	To talk about and explore the natural world around them, making observations and drawing pictures of animals and plants. (Growing plants from seeds/what conditions)	To talk about and explore the natural world around them, making observations and drawing pictures of animals and plants. To talk about and know some important processes and changes in the natural world around them, including the seasons and changing states of matter. (Habitats of the coast/turtles)

		(Materials and their		(British animals and		
		uses)		living things)		
Торіс	Where we live	Winter Animals	Dinosaurs and	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
 Describe their immediate 	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
 Know some similarities and 	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)	
 Explain some similarities and 	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				
 Know some similarities and 	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?)
 Explain some similarities and 	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
 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				
 Know some similarities and 	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	
 Explain some similarities and 	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
 Share their creations, explaining the 	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	
 Make use of props and materials 	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
 Invent, adapt and recount narratives 	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,
 Sing a range of well-known nursery 	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

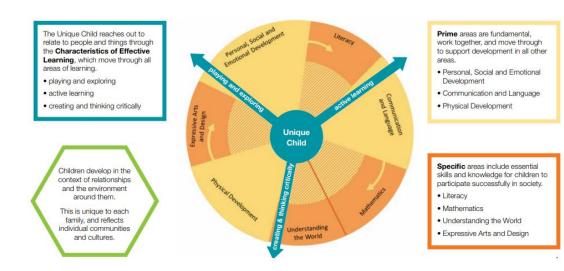
The impact of our carefully designed EYFS programme of study is designed to support the children's learning and development through a combination of direct whole class teaching and play based, child-initiated activities with purposeful and stimulating provision prepared within the classroom.

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.



