

The EYFS Curriculum: What we want our children to learn

Our vision is to provide our pupils with the skills they need to progress successfully through primary school and beyond.

Our aim is to prepare our children today for the lives they will lead tomorrow.

Our ambitious and bespoke EYFS curricular goals are a top-level plan of what we want our children to learn. They are to be used in conjunction with Department of Education’s ‘Statutory framework for the early years foundation stage’, and the Development Matters guidance. All seven of the EYFS areas of learning are covered through our bespoke curriculum goals which holistically combine multi areas of learning and development.

We have a broad and balanced curriculum that is designed to give our children all the knowledge and skills they need to pass successfully through to the next stage of their education. It is carefully sequenced to help our EYFS pupils build their learning over time, from our Two-year-old provision to Reception classes, so that all pupils are ready to progress successfully through to Year One and beyond.

We understand that children’s learning is often driven by their own interests, and that young children do not develop in a fixed way. Therefore, each individual child’s needs are carefully considered, and our plans for their development are flexible so that there can be depth in all children’s learning.

Our ambitious and bespoke EYFS curricular goals

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Ready for Year 1 and beyond	I am happy, self-confident and unafraid. I am a welcoming and inclusive friend. <i>Underpinned by our 3 core values: Respect Positivity Humour</i>		I can engage with, and explore, my world. I value my friends, heritage and neighbours.	I am an active, focussed and resilient learner. I am learning to be analytical and forward thinking.			I have a voice and can express my interests and ideas creatively.			I can read simple fiction and non-fiction books. I can write simple sentences to share my ideas and stories.		
Reception 4-5 year olds	I know how to look after myself, help others and ask for help.	I can design my own healthy picnic. I understand the ways to look after my teeth and body.	I can talk about me, my friends and my world.	I can listen attentively and respond appropriately to how and why questions.	I can move with strength, balance and coordination.	I can use and compare numbers to 10. I can confidently count to 20.	I can express myself using music and dance.	I can make my own models with materials and colours.	I can use a range of tools and hold my pencil correctly.	I can act out stories with my friends.	I can re-tell shared stories and make up my own stories.	I can read and write simple sentences.
Nursery 3-4 year olds	I can settle and become more confident. I can begin to share.	I can eat a healthy lunch and snack at school with support.	I can be me and play with others.	I can follow and respond to simple instructions and questions.	I can move my body freely and with growing confidence.	I can explore numbers to 5. I can count to 10.	I can dance to music.	I can use some tools to explore and use colour. I can build with blocks.	I can use one handed tools.	I can use my imagination to roleplay.	I can listen to, and repeat, rhymes and stories.	I can identify my name. I can write the initial letters in my name. I can make pre-writing shapes.
Two-Year-Old Provision 2-3 year olds	I can separate, settle and play.	I can try new foods.	I can be me.	I can respond to simple two-part instructions.	I experiment with, and explore, ways to move my body.	I can begin to select and group objects. I can say some numbers.	I can listen to music and move my body.	I can experiment with mark making. I can explore colours and materials through sensory play.	I can use tools to scoop, pour and mark make.	I can imitate in my play.	I can begin to listen to stories and join in with rhymes.	I can start to make pre-writing shapes. I can respond to my name.

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Although we follow the termly topics mapped out below, and focus our weekly learning around carefully sequenced weekly texts, we can and will depart from these themes to also follow the children's own interests. All seven of the EYFS areas of learning and development have daily independent provision. Our own bespoke curriculum in conjunction with the developmental statements from the *Development Matters* document are used to write the learning intentions and targets which form the basis of our Medium Term Planning. From this, the weekly plans are developed and delivered.

EYFS Termly Topics and Texts							
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Elm Class & Chestnut Class Reception 4-5 year olds	Topic Focus	Me, My Friends and My Family ~ Learning About Us	Exploring Autumn through Rhythm and Rhyme	Exploring Winter through Colours and Light	Learning about my community ~ Cook, Create and Celebrate	Exploring Spring through Growth and Change	Exploring Summer through The Seaside
	Key Texts	Topsy and Tim: Start School, Jean Adamson Harry and the Dinosaurs Go to School, Ian Whybrow So Much, Trish Cooke My Family Tree, Zoe Clarke I Am Enough, Grace Byers Same Difference, Calida Garcia Rawles This is Our House, Michael Rosen <i>Owl Babies, Martin Waddell</i>	Autumn non-fiction Pumpkin Soup, Helen Cooper Room on the Broom, Julia Donaldson Fletcher and the Falling Leaves, Julia Rawlinson Stick Man, Julia Donaldson & Axel Scheffler Christmas Story / Nativity	Elmer, David McKee The Mixed-Up Chameleon, Eric Carle Funnybones, Allan Ahlberg One Night in the Zoo, Judith Kerr Papa, Please Get the Moon for Me, Eric Carle	Pancakes, Pancakes! Eric Carle Mr Wolf's Pancakes, Jan Fearnley Handa's Surprise, Eileen Browne Tasty Poems, Jill Bennett & Nick Sharratt Stone Soup, Jess Stockham Harold and the Purple Crayon, Crockett Johnson The Gingerbread Man, Miriam Latimer Walter the Baker, Eric Carle	Ferdie's Springtime Blossom, Julia Rawlinson The Bog Baby, Jeanne Willis Eggs non-fiction, duck lifecycle OR Eggs non-fiction, chicken lifecycle Duckling Duckling, Cammie Ho Little Friend, Colleen Mckeown The Ugly Duckling, Ian Beck	Sharing a Shell, Julia Donaldson The Snail and the Whale, Julia Donaldson Commotion in the Ocean, Giles Andreae A House for Hermit Crab, Eric Carle Seaside Poems, Jill Bennett The Night Pirates, Peter Harris
	Experiences	School Tour / Local Community Walk	Meanwhile Gardens	Science Museum (Pattern Pod)	Bakery Visit	Living Eggs / Ecology Centre	Holland Park Picnic and Pirate Ship Playground
Nutmeg Class Nursery 3-4 year olds	Topic Focus	Me and My Friends ~ Playing and Taking Turns	Exploring Autumn through Woodland Tales	Exploring Winter through Colour and Create	Learning about People ~ Helping and Caring	Exploring Spring through Gardening and Growing	Exploring Summer through Moving and Grooving
	Key Texts	Owl Babies, Martin Waddell Wake Up, It's Going to be a Busy Day, Katie Cleminson Ping and Pong are Best Friends (mostly), Tim Hopgood I'm Sorry, Sam McBratney Full, Full, Full of Love, Trish Cooke Hugless Douglas, David Melling <i>Guess How Much I Love You, Sam McBratney</i>	Autumn, Gerda Muller Autumn non-fiction Leaves, David Ezra Stein Leaf Man, Lois Ehlert The Gruffalo, Julia Donaldson, Axel Scheffler Three Little Pigs, Ed Byran Goldilocks and the Three Bears, Nicola Baxter Christmas Story / Nativity	Wow, Said the Owl, Tim Hopgood Draw Me a Star, Eric Carle Red Rockets and Rainbow Jelly, Nick Sharratt The Gruffalo's Child, Julia Donaldson, Axel Scheffler Polar Bear, Polar Bear, What Do You Hear, Bill Martin Jr. & Eric Carle	Flashing Fire Engines, Tony Mitten The Postman, Rebecca Hunter Topsy and Tim: Go to the Dentist, Jean Adamson I Don't Want to go to Hospital, Tony Ross Mog and the Vee Ee Tee, Judith Kerr <i>Superhero Mum, Timothy Knapman & Joe Berger</i> <i>Superhero Dad, Timothy Knapman & Joe Berger</i>	Rosie's Walk, Pat Hutchins The Very Hungry Caterpillar, Eric Carle The Very Greedy Bee, Steve Smallman Titch, Pat Hutchins Jack and the Beanstalk (TFW)	Animal Bop, Jan Omerod From Head to Toe, Eric Carle Giraffes Can't Dance, Giles Andreae It's Hard to Hurry When You're a Snail, Dorothy M. Stewart Slowly, Slowly, Slowly, Said the Sloth, Eric Carle Tanka Tanka Skunk!, Steve Webb Bumpus Jumpus Dinosaur Rumpus, Tony Mitton Saturday Night at the Dinosaur Stomp, Carol Diggory Shields
	Experiences	Exploring our class and school	Meanwhile Gardens	Forest School	People Who Help Us guests	Lifecycles – Plants and Butterflies	Summer Picnic and Performance
Blossom Class Two-year-old provision 2-3 year olds	Topic Focus	Myself ~ Settling In	Exploring Autumn through Splish! Splash! Splosh!	Exploring Winter through Snow and Stars	Make Believe ~ Dress Up and Play	Exploring Spring through Animals and Actions	Exploring Summer through Teddy Bear Tales
	Key Texts	All About Me (big book) Guess How Much I Love You, Sam McBratney I Want My Potty, Tony Ross Peepo!, Janet & Allen Ahlberg No More Nappies, Marion Cocklico	Bathtime for Little Rabbit, Jörg Mühle How to Brush Your Teeth with Snappy Croc, Jane Clarke & Georgie Birkett Sing Along With Me! Incy Wincy Spider, Yu-hsuan Huang Where's Mr Duck?, Ingela P Arrhenius Dear Santa, Rod Campbell	Goodnight Moon, Margaret Wise Brown Twinkle, Twinkle Little Star, Sylvia Long Squirrel's Snowman (Tales from Acorn Wood), Julia Donaldson & Axel Scheffler What is Snow?, Katie Daynes What are Stars?, Katie Daynes What is the Moon?, Katie Daynes	Dinosaur Roar!, Henrietta & Paul Stickland Hide-and-Seek Pig (Tales from Acorn Wood), Julia Donaldson & Axel Scheffler Postman Bear (Tales from Acorn Wood), Julia Donaldson & Axel Scheffler Fox's Socks, (Tales from Acorn Wood), Julia Donaldson & Axel Scheffler Zog, Julia Donaldson & Axel Scheffler	Where Are You, Blue Kangaroo?, Emma Chichester Clark Monkey and Me, Emily Gravett Have You Seen Elephant?, David Barrow The Elephant and the Bad Baby, Elfrida Vipont & Raymond Briggs A Busy Day for Birds, Lucy Cousins Where's Spot?, Eric Hill Farm Hullabaloo!, by Justine Smith	Bear on a Bike, Hannah Shaw Brown Bear, Brown Bear, What Do You See?, Bill Martin Jr & Eric Carle This Bear, That Bear, Sian Wheatcroft Cat's Cookbook(Tales from Acorn Wood), Julia Donaldson & Axel Scheffler We're Going on a Bear Hunt, Michael Rosen
	Experiences	<i>Settling in my new space</i>	Puddle Splashing Play and Stay	Sensory Play / watch pantomime	Dress Up Reading Stay & Plays	Lifecycles – Growing cress or farm	Teddy Bears' Picnic