



## Tonwell St Mary's School Curriculum Overview of Intent EYFS

### Overall aims:

Our Federation's ethos is 'A Community Learning Together in God's love'. We aim to enable everyone in our school community to be curious, have courage and be compassionate. In order to make this accessible for children in the Early Years we have simplified these aims even further to be interest, be brave and make mistakes and be kind. We intend for every child to leave the Early Years with a solid foundation of learning, enabling them to be ready for begin the National Curriculum in Year 1. To do this we have thought about our unique context and created 7 goals for the end of Nursery and Reception, which are used to complement the ELG's, while also being specific for our school.

Our Nursery Goals							Our Reception Goals						
Communication and Language	PSED	Physical Development	Literacy	Maths	Understanding the World	Expressive Art and Design	Communication and Language	PSED	Physical Development	Literacy	Maths	Understanding the World	Expressive Art and Design
To become confident share thoughts, feelings and more with adults and children and gain new vocabulary every day.	To happily greet teachers and friends and know that everyone is different in the best ways!	To confidently explore the outside area by hopping, jumping, skipping, balancing and running and begin to hold their pencil like a 'snappy crocodile'.	To enjoy mark making in a range of situations and build up hand strength to be 'ready to write'. To have a love of books, turning pages independently and commenting on what they can see/infer.	To be confident in counting, comparing and identifying numbers to 5 and use a range of mathematical language in everyday play situations.	To be curious about the world around them and have some knowledge about seasonal changes, life cycles, places near and far away, different faiths and key Christian and school values.	To sing a number of familiar nursery rhymes, use child scissors to make small snips in paper and confidently use paint and paintbrushes to create masterpieces!	To become confident share thoughts, feelings and more with adults and children and gain new vocabulary every day.	To manage their own feelings confidently and know that everyone might need different things to do this.	To be confident to ride a 3 wheeled biked using the pedals and hold a pencil like a 'snappy crocodile'.	To be able to write independently for a purpose e.g., a birthday card or a shopping list and have a number of favourite books which they are able to talk about confidently.	To have a deep understanding of numbers to 10 and have a wide vocabulary related to shape, space and measure.	To be a curious learner who knows they can grow up to do anything! To have a succinct understanding of our school and Christian values and be able to compare this with other faiths.	To be able to make a creation of their choice out of junk modelling.

We have broken down our overall aims for the EYFS into the following areas:

**Curriculum:** We intend to have an ambitious curriculum, which helps children to gain the skills and knowledge they both need and want for later in their schooling career and later in life. While our curriculum is flexible due to children's interests, we ensure we carefully sequence their learning to enable them to know more and remember more.

**Pedagogy:** We intend for our children learn through adult led modelling, guided work, group work, observing each other and child led play, as we know a mixture of approaches is how they learn best. We plan a careful learning environment to ensure children have opportunities to learn through all types of approaches, as well as opportunities to develop their independence and curiosity. Our pedagogy in the EYFS correlates with our wider teaching and learning policy and our philosophies regarding developing children's long-term memory, building upon knowledge and practising skills with the language of Growth Mindset.

**Relationships:** We intend for relationships to be at the heart of our Early Years. We aim to have keep the experience of each child at the forefront of our minds to develop close relationships, referring back to our overarching aim of 'Knowing each child, growing each child, in God's love'. We intend for parents to be heavily involved in their child's Early Years' experience and recognise that this is key to ensuring the best for each child.

**Assessment:** We intend for assessment to drive our aim of each child 'knowing and remembering more'. We ensure we are using a range of strategies in order to get the best possible overview of a child's learning, including formative assessment strategies such as, questioning, observation, as well as summative assessment



strategies throughout the year. We recognise that sometimes sitting back and observing is the best tool for gaining an insight into a child's mind.

### **Our unique context:**

Due to the unique context of our school, with mixed-age classes, we have organised our curriculum for Early Years into topics which are explored each half term. Our topics are organised as shown below, with topics carefully thought out to ensure they are relevant to the children at each point in the year, while also being sequential. Our topics also leave space and flexibility to explore the children's specific interests and backgrounds. As our children's learning is more like a spider's web than a straight line, we know that our nursery children will be approaching revisited topics with different mindsets. They will have a substantial amount of prior knowledge which will allow them to make links and connections and retrieve information, ultimately knowing and remembering more. To ensure we prepare children for transitioning to the National Curriculum, we link key questions throughout each topic to the National Curriculum areas and outline these clearly in our intent documents, which set out our 'non-negotiable teaching' for each half term. We ensure that we revisit these each year, adapting and adjusting where necessary to meet the needs of all children. We use a range of tools to assess children in the Early Years including, questioning, partner talk and practitioners' knowledge and observations. Due to our setting having mixed-age classes, being open to children as soon as they turn three and having a cohort with a broad range of needs, we have chosen to use Birth to 5 Matters to guide our assessment in the Early Years, to break down composite goals into smaller steps. This, alongside practitioner's regular observations and knowledge, is what we use to assess the children formally every term in order to gain a snapshot of their strengths and next steps. As children's learning is more like a spider's web than a straight line, termly summative assessments allow practitioners to gain a true insight into children's learning and development of skills by avoiding over assessing. We use SeeSaw as a tool to observe children throughout the day and believe that by using features such as the camera, voice record and video, practitioners are not taken away from the children during provision. We also use SeeSaw to communicate effectively with parents in a range of ways, including setting weekly homework, sharing children's learning through pictures and videos and sending whole class messages, and encourage them to use the platform to share their children's learning and achievements from home.



General themes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p style="text-align: center;"><b>Topic</b> <b>Overviews/Seasonal focus</b></p> <p style="text-align: center;"><i>These themes may be adapted at various points to allow for children's interests to flow through the provision</i></p>	<p><b>All About me!</b> Starting school My new class New Beginnings My family What has happened to me since I was born? Being kind Staying safe Staying healthy / Food / Human body Harvest Festival</p> <p style="text-align: center;"><b>Autumn</b></p>	<p><b>Celebrations</b> What do I celebrate? Birthdays and Christmas Hanukkah Diwali New Year Remembrance Day How can I deliver Christmas greetings to everyone in Tonwell?</p> <p style="text-align: center;"><b>Autumn/Winter</b></p>	<p><b>Ticket to ride!</b> Where I live Around the Town How do I get there? Transport Vehicles past and Present Design your own transport! How can I make my own map of Tonwell?</p> <p style="text-align: center;"><b>Winter</b></p>	<p><b>Come Outside!</b> Year A: Weather, Seasons, Growing, Planting, Plants and Flowers, Easter Year B: Weather, Seasons, Minibeasts, Chicks, Easter</p> <p style="text-align: center;"><b>Spring</b></p>	<p><b>Traditional Tales</b> Traditional Tales Familiar tales Year A: Three Little Pigs, Gingerbread Man, Goldilocks Year B: Little Red Hen, Jack and the Beanstalk, Three Billy Goats Gruff</p> <p style="text-align: center;"><b>Spring/Summer</b></p>	<p><b>When I Grow Up/Summertime</b> Year A: The seaside, pirates, holidays, holidays in the past and present, where have I been, where can I go? Transition to Year 1 Year B: What do I want to be when I grow up? People who help us Police, Vets, Firefighters, Doctors, Nurses Transition to Year 1</p> <p style="text-align: center;"><b>Summer</b></p>
<p style="text-align: center;"><b>Religious Learning and Our School Values</b></p>	<p><b>Perseverance/ Respect</b> How and why do Christians celebrate Harvest festival? How is everyone unique?</p>	<p><b>Joy/Love</b> How and why do we prepare for and celebrate a joyous occasion? What are similarities and differences between people's joyous times? Why do Christians perform Nativity plays at Christmas?</p>	<p><b>Friendship/ Forgiveness</b> How do people, including those from religious groups, Celebrate belonging? Why do some people get married in a church? What happens at a wedding?</p>	<p><b>Compassion/ Patience</b> How did God make the world? What happens at Easter to make new life again? Read an account of the Easter events from a children's bible Why do Christians put a cross in an Easter garden?</p>	<p><b>Peace/ Honesty</b> How do we show care and concern for each other? What can I learn from Religious stories?</p>	<p><b>Hope/ Thankfulness</b> Can I ask questions about home and community life? Why is the word 'God' so important To Christians? (UC God) Why is it important to experience times of quiet?</p>



<p><b>PSHE Focus</b></p>	<p><b>Growth Mindset Wow Day (Montell Douglas)</b> Identifying trusted adults School Council elections</p>	<p><b>Anti-bullying Week</b> Children in Need fundraising</p>	<p><b>Safer Internet Day</b> Feeling Good Week (healthy body and minds)</p>	<p><b>Sports/Comic relief</b> fundraising Young Carers Assemblies</p>	<p><b>Visit to Place of Worship</b> Road safety/cycling proficiency/scooter ability First Aid</p>	<p><b>Chauncy Community Day</b> Local or Global Charity fundraising KS2 Summer fair – Young Entrepreneur</p>
<p><b>Literacy</b>  <b>Suggested Quality Texts</b></p>	<p>My friends and Me What makes me happy? Big book of families All are welcome The Family book All kinds of people Handas Surprise The Little Red Hen</p>	<p>Christmas Story / Nativity Lets Celebrate – Special Days Around the World Little Glow Aliens Love Panta Claus Hanukkah, Christmas, Diwali, Kwanzaa (nonfiction books)</p>	<p>William and the night train The runaway train Want to play trucks? Duck in the truck A place called home The way back home You can't take an elephant on a bus</p>	<p>Superworm Life cycles Little acorn Tiny seed Errols garden Alfie outdoors The big book of bugs 10 things I can do to help my world Dinosaurs and all that rubbish The bad tempered ladybird I like bees I don't like honey Spinderella</p>	<p>Little Red Hen Jack and the Beanstalk Three Billy Goats Gruff Three Little Pigs Gingerbread Man Ghanian goldilocks Once upon a world: Rapunzel and snow white La princesa and the pea</p>	<p>Real superheroes Little people, big dreams collection Dr Ranj a superhero like me I'm actually really grown up now Whats the Address? The pirates next door Swim little fish</p>