

DARTINGTON C of E PRIMARY SCHOOL



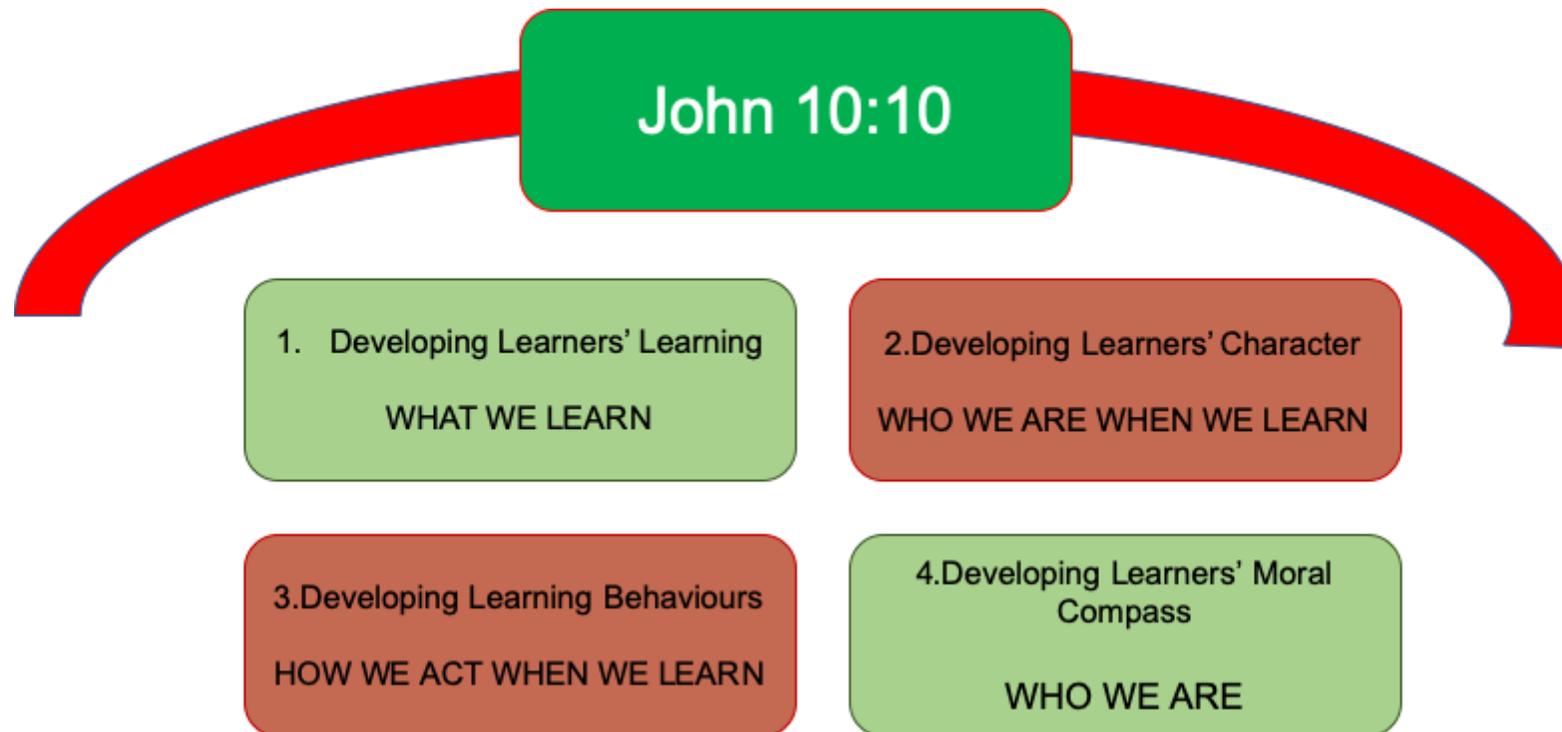
EYFS

CURRICULUM OVERVIEW 2020-21

Our curriculum is the beating heart of our school and is rooted in John 10:10.

“I came that they might have life and live it to the full”

Within our Christian vision ‘together we grow, together we flourish’ our children will develop a love of learning and be totally immersed in different worlds, cultures and times preparing them for the next stage of their education.



Our curriculum is the beating heart of our school and is encapsulated by John 10:10

'I came that they may have life and have it abundantly'.

Within our Christian vision *'together we grow, together we flourish'* our children will develop a love of learning and be totally immersed in different worlds, cultures and times.



CURRICULUM INTENT

1. Developing Learners' Learning

WHAT WE LEARN

Our children will experience a knowledge-rich curriculum, underpinned by oracy, language and reading.



CURRICULUM INTENT

2. Developing Learners' Character

WHO WE ARE WHEN WE LEARN

Our children's uniqueness will be captured so that they develop self-discipline and integrity to make good choices.



CURRICULUM INTENT

3. Developing Learning Behaviours

HOW WE ACT WHEN WE LEARN

Our children will develop their learning behaviours and attributes so that they can embrace all opportunities and think critically.



CURRICULUM INTENT

4. Developing Learners' Moral Compass

WHO WE ARE

Our children will develop a deep sense of self and others to contribute positively within the diverse community and world in which they live.

Early Years Foundation Stage

Long-term curriculum overview

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

Our Early Years Foundation Stage seeks to provide:

- **quality and consistency** so that every child makes good progress and no child gets left behind
- **a secure foundation** through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly
- **partnership working** between practitioners and with parents and/or carers
- **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported

The four guiding EYFS principles shape practice in our early year's settings:

1. Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
2. Children learn to be strong and independent through **positive relationships**.
3. Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
4. **Learning and Development**. We understand children develop and learn in different ways and at different

rates. The EYFS framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

It is our intention that our curriculum provides the basis for learning and development but that, following best practice, class teachers adapt to and reflect the individual and collective interests, passions and needs of the children in their class.

Teaching in EYFS:

Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults. Practitioners must stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning. As children grow older and move into the reception year, there should be a greater focus on teaching the essential skills and knowledge in the specific areas of learning. This will help children to prepare for year 1.¹

The foundation for our curriculum and the learning experience will be rooted in the 'Prime Areas' of the EYFS Framework:

Communication and Language; Personal, Social and Emotional Development and Physical Development.

The four specific areas, **Literacy, Maths, Understanding the World, and Expressive Arts and Design**, will build on these firm foundations and ensure that children are ready for the depth and breadth of our Key Stage 1 curriculum.

Knowledge and **skills**. (NB - new knowledge and skills are underlined to show termly progression)

¹ EYFS Framework (Early Adopters) July 2020, p16

| | Autumn Term | Spring Term | Summer Term |
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| | 'Tell me a story' | 'I wish I was a...' | 'Let's investigate' |
| | Autumn Term 1: <i>'The story of me: Everyone is the same, everyone is different'</i> | Spring Term 1: <i>'People who help us'</i> (If poss - create opportunities for chn to meet people from a range of different jobs and services.) | Summer Term 1: <i>'The world around us'</i> |
| | <p>Knowledge:</p> <p>1. Who am I? What makes me 'me'? What makes me special? Developing an understanding of self.</p> <p>2. How are we the same and how are we different? Developing an understanding of others.</p> <p>3. What are our school values and what are our class values? Developing an understanding of what these mean and how we show these in our day to day lives.</p> <p>4. How do we look after ourselves? (incl oral health)</p> | <p>Knowledge:</p> <p>1. What do people do? Developing an understanding of people's jobs and how they support us in our lives. Focus: police, medical, council and services, politicians, farmers + food supply including food shops, teachers.</p> <p>2. What did people do before? Developing an understanding of how roles have changed.</p> <p>3. What will you be when you grow up? Developing an understanding of broad life options (expand and challenge chn's assumptions about which careers might be for which people).</p> <p>Skills:</p> <p>1. Talking about their own needs,</p> | <p>Knowledge:</p> <p>1. Plants: what do plants need to grow? Why do we need plants? Developing a scientific understanding of plant-life.</p> <p>2. Living things including minibeasts -What creatures live in different habitats? Developing an understanding of different creatures and their habitats, and to care to them.</p> <p>3. Where does food come from? Developing an understanding of food cycle and an understanding of healthy and sustainable eating.</p> <p>4. Developing an understanding of environmental responsibility.</p> <p>Skills:</p> |

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| | <p>Developing an understanding of healthy eating, movement and self-care.</p> <p>Skills:</p> <ol style="list-style-type: none"> 1. Talks about their own needs, wants, beliefs and opinions. 2. Talks about themselves positively, talking about their abilities. 3. Beginning to express own ideas and opinions 4..Uses talk to organise, sequence and clarify thinking, ideas, feelings and events 5.. Shows growing independence in self-care and talks about ways to stay healthy. | <p>wants, beliefs and opinions and <u>listening to the ideas of others.</u></p> <p>2.Using talk to connect ideas and explain what is happening, <u>and recalling and reliving past experience.</u></p> <p>3. Beginning to express own ideas and opinions and <u>listening to the ideas of others.</u></p> | <ol style="list-style-type: none"> 1. <u>Looking closely at similarities, differences, patterns and change - investigating and making observations,starting to classify.</u> 2.Talking about their own opinions and listening to the ideas of others, <u>concentrating for a sustained period.</u> 3.<u>Explaining own knowledge and understanding, and asking appropriate questions of others</u> |
| | <p>Autumn Term 2: <i>'Traditional Tales'</i></p> | <p>Spring Term 2: <i>'Superheroes and Fantastical Tales'</i></p> | <p>Summer Term 2: <i>'Where do we live?'</i></p> |
| | <p>Knowledge:</p> <ol style="list-style-type: none"> 1. Traditional Tales from British culture. Developing a familiarity with stories and their meanings | <p>Knowledge:</p> <ol style="list-style-type: none"> 1. Developing a familiarity with stories involving superheroes and fantastical characters | <p>Knowledge:</p> <ol style="list-style-type: none"> 1 .Dartington - what is Dartington like? 2. Dartington compared to similar size towns around the world; (YR -maps), |

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| | <p>2 Traditional Tales from other cultures. Developing a familiarity with stories and their meanings</p> <p>3.The Christmas story. Developing an understanding of the story, its meaning and how people celebrate Christmas (gaining a growing understanding of major religious festivals and celebrations).</p> <p>Skills:</p> <ol style="list-style-type: none"> 1. Retelling narratives and stories 2. Using language to imagine and recreate roles and experiences in play situations 3. Using talk to connect ideas and explain what is happening. 4. Rhyme - hearing and saying rhymes, repeating rhyming phrases. Showing an awareness of rhyme and (YR) continues a rhyming string. 5. Expressing ideas and | <p>(Pirates; Superpowers superheroes; Knights, castles, kings and queens - class teachers will choose texts and topics which develop the children’s interests).</p> <ol style="list-style-type: none"> 2. Developing an understanding of story structure including common principal characters, villains, heroes, and narrative arc. <p>Skills:</p> <ol style="list-style-type: none"> 1.Retelling narratives and stories <u>using the language of stories to expand and develop vocabulary.</u> 2.Using language to imagine and recreate roles and experiences in play situations. 3.<u>Describing main story setting characters and events.</u> 4.Expressing ideas and preferences and listening to the ideas of others. | <p>3.Devon - what is Devon like?: the seaside and the moor. Developing an understanding of Dartington’s place within Devon.</p> <p>4. UK - what is Britain like?: British values. Developing an understanding of Dartington’s place within the UK.</p> <p>Skills</p> <ol style="list-style-type: none"> 1.Making observations and noticing - looking closely at similarities, differences, patterns and change. <u>Making comparisons.</u> 2. Expressing ideas and opinions; listening to and taking notice of the opinions of others. |
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| | preferences. | | |
| Key dates/festivals | <p>21.9-25.9: <i>Recycle Week</i></p> <p>1.10 - 31.10 - <i>Black History Month</i></p> <p>31.10 - <i>Halloween</i></p> <p>5.11 - <i>Bonfire Night (Guy Fawkes)</i></p> <p>8.11- <i>Remembrance Day</i></p> <p>13.11-16.11 - <i>Diwali</i></p> <p>1.12-24.12 - <i>Advent</i></p> <p>10.12-18.12 - <i>Hanukkah</i></p> <p>25.12 - <i>Christmas</i></p> | <p>1.1 - <i>New Year's Day</i></p> <p>25.1 - <i>Chinese New Year (Year of the Rat)</i></p> <p>1.2 - 7.2 <i>National Storytelling Week</i></p> <p>11.2 - <i>Safer Internet Day</i></p> <p>14.2 - <i>Valentine's Day</i></p> <p>25.2 - <i>Pancake Day</i></p> <p>1.3 - <i>St David's Day</i></p> <p>5.3 - <i>World Book Day</i></p> <p>8.3 - <i>International Women's Day</i></p> <p>22.3 - <i>Mother's Day</i></p> <p>8.4-16.4 - <i>Passover</i></p> <p>12.4 - <i>Easter</i></p> | <p>23.4 - <i>St George's Day</i></p> <p>23.4 - 23.5 - <i>Ramadan</i></p> <p>24.5 - 27.5 - <i>Eid</i></p> <p>1.6-30.6 - <i>Pride month</i></p> <p>6.6-13.6 - <i>Bike week</i></p> |
| <p>Throughout the year, children's knowledge and skills across the seven areas are developed through a mix of adult-led, adult-initiated and child-initiated activities and by access to high quality continuous provision which meets their learning needs and next steps:</p> | | | |
| Communication and Language | <p>To develop children's spoken language and listening comprehension, children are taught to:</p> <p>Follow simple spoken instructions.</p> <p>Speak clearly, taking turns and listening to what others say.</p> | | |

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| | <p>Participate in talk on a range of topics, both through play and in a class discussion.</p> <p>Listen attentively to a range of stories, non-fiction, rhymes and poems.</p> <p>Become familiar with traditional and modern stories, recognising and joining in with predictable phrases, reciting some traditional and modern rhymes and poems by heart.</p> <p>Talk about stories they had heard and say which ones they liked.</p> <p>Take part in role play in familiar and everyday contexts.</p> |
| Personal, Social and Emotional Development | <p>To develop children's ability to self-regulate, control their attention span, build relationships and develop independence, children are taught to:</p> <p>Name and talk about their feelings and emotions.</p> <p>Explain right and wrong and the reasons for rules.</p> <p>Ask for and wait for something they want, showing understanding, patience and sensitivity to others' needs.</p> <p>Listen attentively to others in a range of situations.</p> <p>Set their own goals, work towards these, and celebrate their successes.</p> <p>Take turns and play cooperatively, using a range of strategies to deal with disagreements.</p> <p>Be independent and take care of themselves and their belongings.</p> |
| Physical Development | <p>To develop children's gross and fine-motor control skills, children are taught to:</p> <p>Negotiate space and obstacles safely.</p> <p>Demonstrate balance and coordination.</p> <p>Move energetically in a range of ways, such as running, jumping, climbing, hopping, skipping and climbing.</p> <p>Hold a pencil effectively for writing using the correct tripod grip.</p> <p>Use a range of small tools such as cutlery, scissors and paint brushes.</p> <p>Draw with some accuracy and care.</p> <p>Understand and follow healthy and active habits.</p> |
| Literacy | <p>To develop children's literacy skills in Reading and Writing we ensure:</p> <p><i>Reading is at the heart of the curriculum</i> - listening to stories, poems and rhymes to support children's imagination, enhance their vocabulary and develop their comprehension.</p> <p>Systematic synthetic phonics plays a critical role in teaching children the alphabetic code to support early reading and writing skills. Children are taught from the RWI programme from the beginning of Reception and, when appropriate, within our Nursery setting.</p> |

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| | <p>Children are given the opportunity to apply their phonic skills in a range of age appropriate ways throughout the environment, both independently and with adult support.</p> |
| Maths | <p>To develop understanding of mathematical concepts we prioritise: The direct teaching of maths concepts with sufficient time to practise and rehearse important processes and skills. A whole-school 'teaching for mastery' approach to mathematics. The use of practical activities and equipment, giving young children materials to manipulate to aid their understanding and lay the foundations for visual images that represent numbers. Counting, numeral recognition and the additive composition of number as the prerequisites for later, more complex mathematical concepts. Traditional games, at school and at home, that enabled children to apply their counting and hone their early calculation skills.</p> |
| Understanding the World | <p>To develop children's understanding of the physical world and their community, we teach children: To talk about the lives of themselves, others and people in society, showing some understanding of their roles and the similarities and differences between the past and now. To know and describe similarities and differences between themselves and others, and between different religious and cultural communities. To explain some similarities and differences between life in this country and others. To make observations and notice features of the natural world. Understand changes in the seasons and talk about natural processes such as changing states of matter.</p> |
| Expressive Arts and Design | <p>To ensure children have an artistic and cultural awareness which supports their imagination and creativity, children have the opportunity to: Create and explore with a wide range of materials and share their outcomes. Use their imaginations to invent, adapt and recreate narratives with others. Listen to and sing songs, rhymes, stories and poems and perform these, moving in time to music when appropriate.</p> |

Reading

Our EYFS children are taught to read through RWI from the beginning of Reception (or earlier, if appropriate) until they complete the programme. This focuses on early reading and writing skills. Our purpose in EYFS is also to build the foundations of learning which will prepare the children for our Key Stage 1 curriculum. As communicators, our children will experience a wider curriculum which is underpinned by oracy and language. Our children will build confidence as oral communicators who will become fluent readers and writers and are prepared for the next step in their education. Our EYFS curriculum will be language-rich, foster a love of our literary heritage, encourage children to take pleasure in books and acquire knowledge across the broader curriculum. The children will be read to throughout the day, every day, from a range of high-quality texts and will have independent access to a broad range of books. Our 'Favourite Five' texts will be celebrated with the children and will become familiar texts which the children are able to retell and re-read, and the language of which the children will be able to use confidently and appropriately in a range of contexts.

| | Autumn Term | Spring Term | Summer Term |
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| 'Favourite Five' | Teachers will consider if the story, poem, rhyme, non-fiction book: <ol style="list-style-type: none"> 1. Elicits a response: curiosity, anger, excitement, enjoyment, amusement, interest, 2. Has a strong narrative 3. Extends vocabulary (not too many new words at once) 4. Connects with something they know/ we're teaching 5. Uses illustrations to support the narrative. | | |
| Other pictures books and stories to enhance learning | <i>Only One You - Linda Kranz</i> <i>Elmer - David McKee</i> <i>Super Duper You - Sophy Henn</i> <i>Welcome to Our World - Moira Butterfield</i> <i>Marvellous Me: INside and Out - Lisa Bullard</i> <i>The Lion Inside - Rachel Bright</i> <i>Here We Are - Oliver Jeffers</i> <i>The Smeds and the Smoos - Julia Donaldson</i> <i>Funnybones - Janet and Allen</i> | <i>Emergency - Margaret Mayo</i> <i>Dig, Dig, Digging - Margaret Mayo</i> <i>Heroes who help Us - Liz Gogerly</i> <i>When I Grow Up - Patrick George</i> <i>Rosie's Hat - Julia Donaldson</i> <i>Mog and the V.E.T - Judith Kerr</i> <i>Supertato - Paul Linnet & Sue Hendra</i> <i>The Paperbag Princess - Robert Munsch</i> <i>Look out - it's a Dragon - Jonny Lambert</i> <i>The Princess & The pea - alternative versions</i> | <i>Superworm - Julia Donaldson</i> <i>Mad About Minibeasts - Giles Andreae</i> <i>The Big Book of Bugs - Yuval Zummer</i> <i>Croc and Bird</i> <i>Oliver's Vegetables - Vivian French</i> <i>Yucky Worms - Vivian French</i> <i>What the Ladybird Heard - Julia Donaldson</i> <i>Aargh! Spider! - Lydia Monks</i> <i>The Very Hungry Caterpillar - Eric Carle</i> <i>Here We Are - Oliver Jeffers</i> |

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| | <p><i>Ahlberg</i> <i>You Choose - Pippa Goodhart & Nick Sharratt</i></p> <p><i>There is no Dragon in this Story - Lou Carter</i> <i>Babushka - Dawn Casey</i> <i>The Story Tree - Hugh Lupton</i> <i>The Leopard's Drum - Jessica Souhami</i> <i>Chicken Little (also known as 'Henny-Penny')</i> <i>Cinderella (Charles Perrault)</i> <i>Goldilocks and the Three Bears (traditional)</i> <i>- The Little Red Hen (traditional)</i> <i>- Little Red Riding Hood (traditional)</i> <i>- The Three Billy Goats Gruff (traditional)</i> <i>- The Three Little Pigs (traditional)</i> <i>- Jack and the Beanstalk</i> <i>- The Honey Hunters - Francesca Martin</i> <i>- The Tiger Child - Joanna Troughton</i> <i>- Tortoise's Dream - Joanna Troughton</i></p> | <p><i>Zog - Julia Donaldson</i> <i>Rapunzel (there are interesting alternative versions by Bethan Woollvin & Rachel Isadora)</i> <i>The Night Pirates - Peter Harris</i> <i>The Pirate Tree - Brigita Orel</i> <i>Polly Parrot Picks a Pirate - Peter Bentley</i> <i>Nat Fantastic - Giles Andreae</i> <i>Super Daisy - Nick Sharratt and Kes Gray</i> <i>Ten Little Superheroes - Mike Brownlow</i></p> | <p><i>What the Ladybird Heard at the Seaside - Julia Donaldson</i> <i>The Shark in the Dark - Peter Bentley</i> <i>Two Monsters - David McKee</i> <i>Mister Seahorse - Eric Carle</i> <i>Commotion in the Ocean - Giles Andreae</i> <i>Sharing a Shell - Julia Donaldson</i> <i>Dogs Don't Do Ballet - Anna Kemp and Sara Ogilvie</i></p> |
| <p>Poems, Rhymes and Songs</p> | <p><i>I've got a body, a busy body</i> <i>1,2,3 It's good to be me</i> <i>One finger, one thumbs, keep moving</i> <i>Heads, shoulders, knees and toes</i></p> <p><i>Humpty Dumpty</i></p> | <p><i>London's Burning</i> <i>Old MacDonald had a farm</i> <i>10 Little Monkeys Jumping on the Bed</i> <i>There are lots of people to help us</i> <i>The Being Helpful Song</i> <i>The Farmer plants the seeds</i></p> | <p><i>Out and About - Shirley Hughes</i> <i>Growing Seeds song</i> <i>I'm a little seed, small and round</i> <i>The Farmer plants the seed</i> <i>I'm a little bean</i></p> <p><i>Ten Little Fishes</i></p> |

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| | <i>Hey Diddle Diddle</i> <i>My Very First Mother Goose - Iona Opie</i> <i>When Goldilocks went to the house of the Bears</i> | <i>1-10 Super Song</i> <i>If you're super and you know it</i> <i>Who will fight the fierce dragon?</i> <i>Fly, Dragon, Fly</i> <i>Anyone Seen My Dragon - Roger Stevens</i> | <i>1,2,3,4,5 Once I caught a fish alive</i> <i>Down at the bottom of the deep, blue sea...</i> <i>Environment Song</i> |
| Non-fiction texts | <i>Look inside your body- Usborne</i> <i>Your Fantastic, Elastic Brain -JoAnn Deak and Sarah Ackerley</i> <i>Human Body - Shine a Light</i> <i>All about Families - Usborne</i> <i>Marvelous Me - Inside and Out</i> <i>All about Me - National Geographic</i> | <i>Busy People - Firefighter/ Police/ Doctor/ Vet/ Teacher</i> <i>People Who Help us - Police Officer</i> <i>People Who Help us - Vet</i> <i>People Who Help us- Farmer</i> <i>Knights and Castles - Usborne</i> <i>Castles- Colin Thompson</i> | <i>But Why Can't I? - A book about rules - Sue Graves and Desideria Guicciardini</i> <i>My Little Book of Big Freedoms -Chris Riddell and Amnesty International</i> <i>Life on Earth: Ocean - Alexander Heather</i> <i>RSPB - First book of the seashore</i> <i>1001 Things to spot in the Sea - Usborne</i> |

Maths

As mathematicians, our children will develop a deep conceptual understanding through exploration, reasoning and problem solving of all areas. We expect our children to explain and articulate their understanding and become fluent in number so they can use known number facts to make efficient choices with calculations. They will make connections and discover patterns to take creative approaches when faced with challenges and show appreciation of the beauty and power of Mathematics. We aim to develop resilient learners and our children take time to deepen their understanding of mathematical structures through the use of resources and representations. In essence our aim is to create positive mathematical thinkers, not procedural calculators.

We use the White Rose Mathematics scheme of learning to structure our learning across the year. Class teachers are able to adapt and use a range of resources to ensure a thorough and deep understanding of key mathematical concepts and to meet the next steps of the children in their class. Key resources will be: White Rose Maths, nrich, NCETM, and Learning Trajectories.

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
|--------|---|--------|--------|-------------------------------|--------|--------|-------------------|--------|--------|-----------------|---------|---------|
| Autumn | Getting to know you (Take this time to play and get to know the children!) | | | Just like me! | | | It's me 1, 2, 3! | | | Light and Dark | | |
| Spring | Alive in 5! | | | Growing 6, 7, 8 | | | Building 9 and 10 | | | Consolidation | | |
| Summer | On the move | | | Superhero to 20 and beyond | | | First, then, now | | | Find my pattern | | |

The Characteristics of Effective Learning

In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning are:

playing and exploring - children investigate and experience things, and 'have a go'

active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

To support children in talking about their own learning we often refer to the characteristics in terms of the '**Achievosaurus**'. There are seven Achievosaurus altogether, each linking to an aspect of the characteristics. They enable children to become more aware of how they learn, and give them language to explain the skills they use when learning:

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| <p>“I am EXPLOROSAUR, I explore everything around me.” <i>Playing and Exploring</i></p> <p>“I am ASKARAPTOR, I ask questions and find things out.” <i>Playing and Exploring</i></p> | <p>“I am TRYATOPS, I try my best and never give up.” <i>Active Learning</i></p> <p>“I am STICKOSAURUS, I stick at tasks and persevere.” <i>Active Learning</i></p> | <p>“I am SOLVEOSAURUS REX, I work hard to solve problems.” <i>Creating and Thinking Critically</i></p> <p>“I am THINKODOCUS, I think carefully about what I learn.” <i>Creating and Thinking Critically</i></p> <p>“I am SHAREONYX, I share my ideas and resources.” <i>Creating and Thinking Critically</i></p> |
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