



WOODLANDS
PRIMARY AND NURSERY SCHOOL

Early Years Foundation Stage CURRICULUM OVERVIEW 2022/23



Our Values, Vision and Aims - Working Together in Partnership

We believe that children learn best when they experience learning in meaningful ways that reflect their interests and engages their strong sense of enquiry about the world. We encourage children to be sensitive to the needs of others, to have a sense of fairness and justice and an ability to value the contribution of each individual. We aim to develop attitudes of acceptance, co-operation, perseverance, independence, respect and responsibility.

Our vision is to create an environment where lively and enquiring minds can develop their creative, imaginative, and expressive languages. Our approach enables teachers and educators to engage in ongoing professional learning that constantly reflects upon, responds to and examines the relationships between learning and teaching and the contexts that support our children to learn.

Our working Approach – Critical Thinking and Enquiry

By working with long term projects of enquiry we invite the children to question, analyse, critically, reflect and imagine different points of views and possibilities on a shared theme.

It is an approach that views the role of the teacher and educator as active and reflective in the process of learning. It requires us to respond to children's emergent ideas and to generate further contexts for children to elaborate their thoughts and to consider different points of view.

Collaboration is a strong ethic and the idea that together we can achieve more than if we work alone. Skills related to speaking and listening are developed as children sit together in pairs, or in small groups to discuss project concepts. Questions are asked with the aim of searching for many possible answers. It is not about a consensus of an idea, a right thought or a wrong idea but rather more about developing a way of thinking that articulates reasoning and theory exploration.

A Caring Community – Children and Families

We understand that children's well-being must be at the centre of everything that we do and is fundamental to their achievement and success. Children extend their first-hand experiences, their knowledge, their imagination and understanding so that they are able to realise their potential and capacity for enjoying and achieving as life-long learners. We aim for learning to be a joyful experience, even when faced with challenge.

Each child is valued as an individual with their own unique ways of being and expressing what they know and discover. We aim to encourage and foster their development intellectually, physically, spiritually, socially and emotionally within a caring atmosphere. We believe this contributes to making our school a caring community.

We are supportive of families and strive to work in partnership in reciprocal way. We aim to develop rich relationships that are supportive and nurturing whilst finding meaningful ways of engaging together in children's learning. We value the support, challenge and feedback we receive from our families.

Creativity, Imagination and Communication – Working with Languages of Expression

Our creative approach encourages children to develop many 'languages' to express, construct and communicate knowledge and learning. We consider material languages (drawing, paint, shadow, loose parts, dance, clay etc) as capable of communicating and expressing children's own ideas.

Children thus develop a confidence to see themselves as constructors of their own learning, with important things to say. Children know that their ideas are being listened to, they carefully listen to each other, they exchange points of view and are able to express them in many ways.

We value children's imagination and the creative processes that underpin their approaches to learning. We value children's own thinking processes, giving credence to their ideas, theories, and ways of thinking. In this way, children's enquires are rich, open-ended and hold the potential for critical thinking, narrative and the generation of new learning.

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.

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 needs. 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:

¹ **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

EYFS Framework (Early Adopters) July 2020, p16 educational needs and disabilities

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.

The table below documents the progression of **knowledge** and **skills** across all seven areas of learning and from each term for a reception child at Woodlands.

Woodlands Primary School Curriculum Framework Overview Year R

CURRICULUM DRIVERS	Community	Enterprise	Possibilities	Diversity/Spirituality	Enquiry/Knowledge of the World
Subject area	AUTUMN TERM		SPRING TERM		SUMMER TERM
Visits	Attingham Oakengates Theatre		Dale End Park		Dudley Zoo
	Who am I?		Where am I?		Where in the world am I?
PRIME AREAS					
The prime areas are fundamental building blocks for children to develop well . They draw on basic human nature to connect, to play, to move and to love. An enabling environment and positive relationships with others are crucial to developing children's learning and experiences in the three prime areas. (Fisk 2020)					
PSED	With support, select and use activities and resources. Show more confidence in new social situations. Seek help to find solutions to conflicts and rivalries. Begin to manage their own needs. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Begin to understand how others might be feeling.	Begin to select and use activities and resources independently. Begin to identify and moderate their own feelings socially and emotionally. Increasingly, manage their own needs. Begin to show resilience and perseverance in the face of challenge. Being to see themselves as a valuable individual. Begin to build constructive and respectful relationships. Begin to express their feelings and consider the feelings of others. Begin to think about the perspectives of others.	Select and use activities and resources independently. Identify and moderate their own feelings socially and emotionally. Manage their own needs. Show resilience and perseverance in the face of challenge. See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Think about the perspectives of others.		
Physical Development	Throw a ball to a friend Use a pencil to write, sometimes forming letters accurately. Use scissors to make snips in paper. With support, use one-handed tools with increasing accuracy to paint, dig, alter materials.	Throw and catch a ball to a friend, sometimes catching it back. Use a pencil to write, usually forming letters accurately. Use scissors to cut lines. Use one-handed tools with increasing accuracy to paint, dig, alter materials.	Accurately throw and catch a ball to a friend. Use body in different ways that are appropriate for a task. Ride a scooter. Use a pencil accurately to form letters. Use scissors accurately. Use one-handed tools accurately to paint, dig, alter materials.		
Communication and Language	Engage in story times. Learn new vocabulary. Join in with Nursery Rhymes, poems and songs. Connect one idea or action to another using a range of connectives. Engage in non-fiction books.	Listen to and talk about stories to build familiarity and understanding. Use new vocabulary through the day. Listen carefully to rhymes and songs, paying attention to how they sound. Describe events in some detail Select non-fiction texts to find out more Ask questions to find out more and to check my understanding what has been said to them.	Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Learn rhymes, poems and songs. Articulate my ideas and thoughts in well-formed sentences. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.		

SPECIFIC AREAS						
The specific areas provide the range of experiences and opportunities for children to broaden their knowledge and skills.						
Literacy	Phonic Knowledge					
	Read most single letter Set 1 Sounds m a s d t i n p g o c k u b f e l h r j v y w z x 15 sounds	Read all Set 1 single letter Sounds m a s d t i n p g o c k u b f e l h r j v y w z x 25 sounds	Read all Set 1 Sounds by blending sounds to read words m a s d t i n p g o c k u b f e l h r j v y w z x sh ch qu ng th nk 32 sounds	Read all Set 1 Sounds m a s d t i n p g o c k u b f e l h r j v y w z x sh ch qu ng th nk 32 sounds	Read all Set 1 Sounds m a s d t i n p g o c k u b f e l h r j v y w z x sh ch qu ng th nk 32 sounds	Consolidate Set 1 Sounds Read 6 set 2 sounds ay ee igh ow oo oo 38 sounds
	Skills					
	I can ask and answer questions about simple stories. I can read and write three sound words. I can use initial, middle and end sounds to convey meaning.		I can ask and answer questions about more complex stories. I can read and write four sound words. I can begin to read and blend sounds to read words containing long-vowel sounds. I can read and write simple sentences using phoneme, grapheme knowledge.		I can answer questions about a book by finding the answer in the text. I can read and blend sounds to read words containing long-vowel sounds. I can read and write 2 or 3 sentences independently that can be read by an adult. I can use a capital letter and a full stop to demarcate my writing. I can re-read my writing to check that it makes sense.	
	Reading books					
	End of Autumn 1 RWI Book Assisted Blending using magnetic boards Book Bag Books Book Banded Pink books and Lilac sound blending books	End of Autumn 2 RWI Book Paper ditties – simple story with 4 or 5 sentences Book Bag Books Lilac sound blending books	End of Spring 1 RWI Book Red story books Book Bag Books Red Book Bag Books	End of Spring 2 RWI Book Green story books Book Bag Books Green/Purple story books	End of Summer 1 Purple story books Book Bag Books Pink story books	End of Summer 2 RWI Book Pink story books Book Bag Books Pink story books
	Texts to support Termly Theme					
Rosie's Babies by Martin Waddle The Growing Story by Ruth Krauss This is Our House by Michael Rosen Let's Build a House by Mick Manning and Brita Granstrom Leah's Star: A Nativity Story by Margaret Bateson-Hill & Karin Littlewood Goodbye Summer, Hello Autumn by Kenard Pak Storm by Sam Usher Google earth		Out there, somewhere it's time to... by Mick Manning and Brita Granstrom A Song of Gladness by Michael Morpurgo The Hungry Caterpillar by Eric Carle The Extraordinary Gardener by Sam Boughton Google earth Local street maps		Izzy Gizmo by Pip Jones Seasons by Hannah Pang Meet the Planets by Caryl Hart We're going on a lion hunt by David Axtel Two Countries, One Me - What Is My Name? by Bridget The Tiny Seed by Eric Carle The Great Explorer by Chris Judge Yiadam Google earth		

Storytime Favourite Five		
The Colour Monster by Anna Llenas In My Heart by Jo Witek Don't Touch My Hair by Sharee Miller Pumpkin Soup by Helen Cooper Room on the Broom by Julia Donaldson Binny's Diwali by Thirty Umrigar Peace at Last by Jill Murphy Alfie Gets in First by Shirley Hughes Stickman by Julia Donaldson One Snowy Night by Nick Butterworth	The Lion Inside by Rachel Bright Oi Frog By Kes Gray There is a Monster in your Pocket by Tom Fletcher Wriggle and Roar by Julia Donaldson The Tiger who came to Tea by Judith Kerr A Great Big Cuddle by Michael Rosen What about the Tooth Fairy by Elys Dolan Luna Loves Art by Joseph Coelho On the Way Home by Jill Murphy The Scarecrow's Wedding by Julia Donaldson	Emergency by Margaret Mayo The Tiger who came to Tea by Judith Kerr The Wonkey Donkey by Craig Smith The Ghanaian Goldilocks by Dr Tamara Pizzoli Famer Duck by Martin Waddell Dogger by Shirley Hughes How to Catch a Star by Oliver Jeffers Do you Love Bugs? by Matt Robertson We're Going on a Bear Hunt by Michael Rosen Slow Down by Rachel Williams
Songs, rhymes, and poems		
Head, Shoulders, Knees and Toes There's a Worm at the Bottom of my Garden Gonna Build A House Happy Birthday Brush your teeth The Finger Family Song Hush little baby Rain, rain go away! This is the house that Jack built If you're happy and you know it Out and About: A First Book of Poems by Shirley Hughes	Miss Molly had a dolly The wheels on the bus Doctor Foster There was an old lady who swallowed a fly Hot cross buns Five little speckled frogs Five little snowmen It's rainy, it's pouring I hear thunder! Blow wind, blow Out and About: A First Book of Poems by Shirley Hughes	Kookaburra, kookaburra Alice the camel Five little men in a flying saucer 10 in the bed Hey diddle, diddle Itsy, Bitsy spider Old Macdonald had a farm Oats, Peas, Beans and Barley Grow The sun has got his hat on! Lavender's blue Out and About: A First Book of Poems by Shirley Hughes
Mathematics	Curriculum Content	
	Week 1,2,3 Getting to Know You Opportunities for settling in, introducing the areas of provision and getting to know the children. Baseline assessments Focus on key times of the day, class routines, exploring Project, where do things belong? Positional language. Weeks 4,5,6 Number – Match and sort, Compare amounts Measures, Shape and Spatial Thinking – Compare size, mass and capacity, Exploring pattern. Week 7,8,9 Number – Representing 1,2 & 3. Comparing 1,2 & 3. Composition of 1,2 & 3. Measures, Shape and Spatial Thinking – Circles and triangles. Positional language.	Week 1,2,3 Number – Introducing zero. Comparing numbers to 5. Composition of 4 & 5. Measures, Shape and Spatial Thinking – Compare mass (2) Compare Capacity (2) Weeks 4,5,6 Number – 6,7 & 8. Making pairs. Combing 2 groups. Measures, Shape and Spatial Thinking – Length & Height. Time. Week 7,8,9 Number – Representing 1,2 & 3. Comparing 1,2 & 3. Composition of 1,2 & 3. Measures, Shape and Spatial Thinking – Circles and triangles. Positional language. Week 10.11,12 Number – 9 & 10. Comparing numbers to 10. Bonds to 10. Measures, Shape and Spatial Thinking – 3d-shape. Pattern (2)
		Week 1,2,3 Number – Building numbers beyond 10. Counting patterns beyond 10. Measures, Shape and Spatial Thinking – Spatial reasoning (1) Match, rotate, manipulate Weeks 4,5,6 Number – Adding more, Taking away Measures, Shape and Spatial Thinking – Spatial reasoning (2), Compose and decompose. Week 7,8,9 Number – Doubling, sharing and grouping. Even and odd. Measures, Shape and Spatial Thinking – Spatial reasoning (3) Visualise and build. Week 10.11,12 Number – Deepening understanding. Patterns and relationships. Measures, Shape and Spatial Thinking – Spatial reasoning (4) Mapping.

	Week 10.11,12 Number – Representing numbers to 5. One more and less. Measures, Shape and Spatial Thinking – Shapes with 4 sides. Time		
	Knowledge		
	I know the value of 1,2,3	I know the value of 1,2,3,4,5,6	I know the value of each digit to 10.
	I know that there is one number name for each object that I count to 3.	I know that there is one number name for each object that I count to 6.	I know that there is one number name for each object that I count to 10.
	I know that 1,2 and 3 can be represented in a variety of ways.	I know that 4, 5 and 6 can be represented in a variety of ways	I know that 7, 8, 9 and 10 can be represented in a variety of ways
	I know doubles to 2	I know doubles to 3	I know doubles to 5
	I know number bonds to 3	I know number bonds to 6	I know number bonds to 10
	I know half of even numbers to 4	I know half of even numbers to 6	I know half of even numbers to 10
	I know shapes are all around me	I know that 2D shapes are flat	I know that 2D shapes are flat and 3D shapes are solid
	Skills		
	I can accurately count objects, actions, and sounds to 3	I can accurately count objects, actions, and sounds to 6	I can accurately count objects, actions, and sounds to 10
	I can say 1 more or 1 less for numbers to 3	I can say 1 more or 1 less for numbers to 6	I can add or subtract single digit numbers in practical ways.
	I can subitise to 3	I can subitise to 6	I can subitise to 10
	With adult support, I can gather the resources that I need to solve a problem.	With a little support, I can gather the resources that I need to solve a problem.	I can gather the resources that I need to solve a problem.
	With support, I can record a calculation using jottings.	With support, I can record a calculation using jottings and can explain this.	With support, I can record a calculation using numbers and symbols and can explain this.
	With the support of adult, I can compare and order length, weight, and capacity in practical ways.	With a little support, I can compare and order length, weight, and capacity in practical ways.	I can compare and order length, weight, and capacity in practical ways.
	I can recite some days of the week in order.	I can recite 5 days of the week in order.	I can recite 7 days of the week in order.
	I can name and identify a circle, triangle and a square and can talk about their properties.	I can name and identify a circle, a triangle, a square and a rectangle and can talk about their properties and begin to talk about 3D shapes.	I can name and identify some 2D and some 3D shapes and can talk about their properties.
	With support, I can select shapes appropriately when building.	I can select shapes appropriately when building.	I can select shapes appropriately when building and explain my choices.
	I can copy a repeating pattern.	I can copy and continue a repeating pattern.	I can continue, copy, and create repeating patterns.
	Curriculum Content		
Understanding the World Substantive History concepts: Civilisation, Conflict, Monarchy, Power,	Geography/Science Investigate and explore Woodlands Primary School - human and physical features of our school, simple maps of classroom, school grounds, exploring new environment and school ground – plants and wildlife, weather in summer and autumn, History/RE	Geography/Science Investigate and explore Local Area - Madeley, Woodside, Ironbridge – human and physical features, simple maps of local area seasonal changes, weather in winter and spring. Visit local areas of interest incl St. Michaels Church, Park Lane Centre, Ironbridge. History/RE	Geography/Science Investigate and explore The World – hot and cold climate – human and physical features, globe/world map, weather in different parts of the world, compare and contrast buildings, life, culture in other countries. History/RE

<p>Religion, Society, Invasion, Culture, Legacy, Achievement</p> <p>Substantive Geography concepts:</p> <p>Location, Place and Space, Physical World, Human Environment Interdependence and Sustainability, Cultural Understanding, Scale</p>	Investigate and explore Self and Family – identify own likes/dislikes, chronology of own life, and talk about families, homes, celebrations – birthdays, Christmas.	Investigate and explore People in our community – shop keepers, teachers, police, Celebrations in our community – for example, Polish Easter traditions, Russian new year celebrations, First day of Spring in Romanian, Eid ul fir	Investigate and explore Important people from the past – Abraham Darby link to Ironbridge and Ironbridge Gorge. Visit to Ironbridge Celebrations around the world – Sikh - Gurdwara
	Knowledge		
	I know that I am 4 and I will be 5 on my next birthday.	I know that I have changed since I was a baby.	I know that I will be able to do different things when I grow up.
	I know that there are days of the week that repeat and go in order;	I know that there are seasons that go in order	I know that there are months of the year that go in order
	I know that there are similarities and differences between me and my family.	I know that there are similarities and differences between my life and the life of my friends.	I know that there are similarities and differences between my life and the life of children in different countries.
	I know that I celebrate special times. (Birthdays, Christmas, Easter)	I know that some children celebrate in different ways.	I know that people have different beliefs and celebrate special times in different ways.
	I know that a church is a special place for Christians.	I know that a mosque is a special place for Muslims.	I know that a gurdwara is a special place for a Sikh. I know that some places and buildings are special to their communities.
	I know some of the human and physical features of my home and school.	I know some of the human and physical features of my local area (Woodside, Madeley and Ironbridge)	I know some of the human and physical features of the world.
	I know that there are changes to the natural world with the changing seasons.	I know that there are four seasons and can name and describe them.	I know that the seasons effect the natural world and can discuss when and how things grow.
	Skills		
	I can notice what I see, hear, and feel in the school grounds.	I can talk about what I see, hear, and feel in the school grounds.	Record what they see, hear, and feel in the school grounds.
	I can notice details on a simple map.	I can begin to talk about the details on a simple map.	I can draw information from a simple map.
	I can order my day on a simple timeline	I can order my life on a simple timeline	I can order events beyond living memory on a simple timeline. (Mum was born, I was born, toddler, child, started school)
	I can observe the changing seasons.	I can talk about the changing seasons.	I can record seasonal changes observed throughout the year.
Expressive Arts and Design	Curriculum Content		
	<p>Music/ Expressive Arts</p> <p>Create music and dance linked to weather and seasons. Suggested provocations, Vivaldi: Four seasons. Tchaikovsky: The Storm</p> <p>Art/DT</p> <p>Create self-portraits, family portraits by exploring, using and refining a variety of artistic effects to express ideas and feelings.</p>	<p>Music/ Expressive Arts</p> <p>Listen to and create music and dance linked to celebrations around the world. Suggested provocations, Russian folk music, Polish krakowiak dance</p> <p>Art/DT</p> <p>Create models of local area and sights of interest. Work collaboratively sharing ideas, resources, and skills -the Ironbridge, Park Lane centre, St Michaels church etc</p>	<p>Music/ Expressive Arts</p> <p>Listen to and create music and dance linked to weather and seasons. Suggested provocations, Vivaldi: Four seasons. Albéniz: Asturias</p> <p>Art/DT</p> <p>Create landscapes from around the world using a range of media and materials including digital drawing and animation software.</p>
	Knowledge		
	I know how to talk my art work.	With support, I know that I can return to and build on my previous learning, to refine my ideas.	I know that I can return to and build on my previous learning, to refine my ideas.

	I know the names of the primary colours.		I am beginning to know names of all colours.		I know the names of all colours.	
	I know I can make changes to my work.		With support, I know how to make improvements to my own work.		I know how to make improvements to my own work.	
	With the support of an adult, I know how to represent theories and thinking using a range of media and materials including loose parts, digital media and projection.		With a little support, I know how to represent theories and thinking using a range of media and materials including loose parts, digital media and projection.		I know how to represent theories and thinking using a range of media and materials including loose parts, digital media and projection.	
	I know how to listen carefully to music.		I know how listen carefully to music and represent my feelings through movement.		I know that I can express my feelings about music, by listening carefully, then moving to and talking about it.	
	With the support of an adult, I know how to develop storylines in my play.		With a little support, I know how to develop storylines in my play.		I know how to develop storylines in my play.	
	Skills					
	With the support of an adult, I can use simple drawing and animation software to represent thinking and to share ideas.		With a little support, I can use simple drawing and animation software to represent thinking and to share ideas.		I can use simple drawing and animation software to represent thinking and to share ideas.	
	With the support of an adult, I can explore, use and refine a variety of artistic effects to express my ideas and feelings.		With support, I can explore, use and refine a variety of artistic effects to express my ideas and feelings.		I can explore, use and refine a variety of artistic effects to express my ideas and feelings.	
	I can draw the physical features of a human face.		I can draw the human face and attach other body parts to my drawing.		I am beginning to draw people more accurately, e.g. head, body, 2 arms, 2 legs, feet, hair etc.	
	I can express my ideas and feelings through drawing.		I can use a variety of artistic skills to represent my ideas and feelings.		I can explore, use and refine a variety of artistic effects to express my ideas and feelings.	
	I can sometimes work with my friends sharing ideas, resources and skills.		I can usually work with my friends sharing ideas, resources and skills.		I can work with my friends sharing ideas, resources and skills.	
	With the support of an adult, I can explore and engage in music making and dance, performing solo or in groups.		With a little support, I can explore and engage in music making and dance, performing solo or in groups.		I can explore and engage in music making and dance, performing solo or in groups.	
	I can sing familiar songs and nursery rhymes.		With support, I can sing increasingly matching the pitch and following the melody.		I can sing increasingly matching the pitch and following the melody.	
	I can talk about dances and performing arts.		With support, I can talk about dance and performance art, explaining my views.		I can talk about dance and performance art, explaining my views.	
	Secrets of Success	Week 1 - Work hard Week 2 - Try New things Week 3 - Concentrate Week 4 - Push yourself Week 5 - Imagine – focus on aspirations, inspirational role models and possibilities for your future. Week 6 – Improve Week 7 - Understand others	Week 1 - Don't give up Week 2 – Work hard Week 3 - Try New things Week 4 - Concentrate Week 5 – Push yourself Week 6 - Imagine – focus on aspirations, inspirational role models and possibilities for your future. Week 7 - Improve	Week 1 - Understand others Week 2 – Don't give up Week 3 - Work hard Week 4 - Try New things Week 5 – Concentrate Week 6 - Push yourself Week 7 - Imagine – focus on aspirations, inspirational role models and possibilities for your future.	Week 1 - Improve Week 2 – Understand others Week 3 - Don't give up Week 4 - Work hard Week 5 – Try New things Week 6 – Concentrate Week 7 - Push yourself	Week 1 - Imagine – focus on aspirations, inspirational role models and possibilities for your future. Week 2 – Improve Week 3 - Understand others Week 4 - Don't give up Week 5 – Work hard Week 6 – Try New things Week 7 - Concentrate

Reading

Our EYFS children are taught to read using the synthetic phonics scheme, Read Write Inc. This focuses on early reading and writing skills. Our purpose in EYFS has been to build the foundations of learning which prepares the children for our Key Stage 1 curriculum. As communicators, our children experience a wider curriculum which is underpinned by oracy and language. Our children build confidence as oral communicators so that they can become fluent readers and writers and are prepared for the next step in their education. Our EYFS curriculum is language-rich, fosters a love of our literary heritage, encourages children to take pleasure in books and acquire knowledge across the broader curriculum. The children are read to throughout the day, every day, from a range of high-quality texts and have independent access to a broad range of books. Our 'Favourite Five' are celebrated with the children and become familiar texts which the children are able to retell and re-read, the language of which the children are able to use confidently and appropriately in a range of contexts.

Maths

As mathematicians, our children 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 that they can use known number facts to make efficient choices with calculations. They 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. 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 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 are: White Rose Maths, Nrich, NCETM, and Learning Trajectories.