



Newman School **EYFS Curriculum Overview**

What does EYFS look like in each area of learning and development? How will this progress to KS1?

Prime: Communication and Language	Prime: Physical Development	Prime: Personal, Social and Emotional Development	Specific: Literacy	Specific: Mathematics	Specific: Understanding the world	Specific: Expressive arts and design
We will provide opportunities for children to develop new vocabulary and the skills needed to talk confidently in a wide range of situations. We will help them respond to their peers and adults in an environment where speaking and listening are highly valued skills. We will allow them to communicate and respond in a variety of contexts and place value	We will offer opportunities for children to develop and practice the control they have over their own bodies. We will support them to develop the confidence and skill in large gross motor movements such as running, jumping, climbing, swinging, hanging etc. We will develop their spatial awareness and coordination, whilst at the same time encouraging the	We will provide opportunities for children to develop positive attitudes about themselves and those around them. We want children to become valued members of the class and shape their own identity through an increasing awareness of their own needs and the needs of others. We will support children to develop positive	We will support the development of linking sounds to letters which leads to the ability to read and write. Children will begin to recognise print in their environment and start to understand that this is an important form of communicating. We will endeavour for children to	We will provide opportunities for children to develop their understanding of number, measurement, pattern, shape and space by providing a broad range of contexts in which they can explore, enjoy, learn, practice and talk about numbers and shapes. We will encourage children to understand and respond to	We will provide opportunities for children to explore and learn about the world they live in. Children will be encouraged to observe, solve problems, question, make decisions, experiment, predict, and plan in a variety of contexts. By facilitating different opportunities we want our children to find out about their	We will encourage children to explore and share their thoughts, ideas and feelings through a variety of art, design and technology, music, movement, dance, imaginative and role-play activities. They will be presented with the opportunities to experiment with different media, resources

<p>on them expressing their own thoughts and ideas, in their chosen method of communication, and take into account the thoughts and ideas of others. We will help them to develop their ability to follow multi step instructions, and respond to more complex requests.</p>	<p>fine motor skills that they will need to develop holistically. We will support them to use the physical abilities they possess to live full lives.</p>	<p>dispositions to learning at their level, to be cooperative and communicative and to support them to meet their own wellbeing and needs or seek out help when they need it. We will give children the tools they need to support their own regulation.</p>	<p>understand that print carries meaning and that they are able to engage with this essential element of communication and the high importance it holds. We will actively promote the importance of reading and writing which is done through a literature rich environment including; stories, songs, poems, mark making and writing in a variety of different contexts and for different purposes using a wide range of</p>	<p>the symbols that represent numbers and what this means in real contexts. We will support children in understanding what an important role shapes and numbers play in our everyday lives and how they develop our own understanding and help us to solve problems. We will approach this area by fostering a love of number and the enjoyment of solving problems. In KS1, pupils will develop confidence and mental fluency with whole numbers,</p>	<p>environment. We will help to develop their senses, understanding and awe of their physical world. They will learn about significant figures from the past, begin to discuss chronology, develop their understanding of their own and contrasting environments and where these sit in the world. Children will also explore the uses and impact of Information and communication technology on their everyday lives. In KS1 Science, pupils will experience and observe phenomena, and look more closely at the natural and humanly-</p>	<p>and a rich range of creative activities which will inspire and stimulate their creativity and motivation to move their learning forward and better understand their world. Children will be supported to develop their confidence and pride in their creative achievements, and be accepting of different media and sensory stimuli.</p>
--	---	--	---	--	--	---

			media. In KS1, pupils will develop their word reading, spelling and language skills.	counting and place value.	constructed world around them. They will be encouraged to be curious and ask questions about what they notice. They will be helped to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, and carrying out comparative tests.	
--	--	--	--	---------------------------	--	--

What does EYFS look like for each of our drivers? How does this incorporate the four principles of the EYFS? (A Unique Child, Positive Relationships, Enabling Environments, Learning and Development). How does this incorporate the EYFS characteristics of effective teaching and learning? (playing and exploring, active learning, creating and thinking critically).

Communication	Pupils are developing early communication skills and establishing clear communication systems. This encompasses the four principles of the EYFS. Communication is supported through playing and exploring and active learning.
----------------------	--

Independence	Pupils are encouraged to begin to have a sense of self. They are encouraged to take an active role in the daily routines of self care and regulation. This encompasses the four principles of the EYFS, through offering enabling environments and acknowledging each child is unique.
Resilience	Pupils are given opportunities to develop resilience through daily activities and continuous provision. They are given the opportunity to make choices and experience complexities that require problem solving. This encompasses the four principles of the EYFS. Pupils are given the opportunity to think critically.

How is this implemented for each area of learning?

Prime: Communication and Language	Prime: Physical Development	Prime: Personal, Social and Emotional Development	Specific: Literacy	Specific: Mathematics	Specific: Understanding the world	Specific: Expressive arts and design
We provide opportunities for all children to explore, enjoy, learn about and use words and text in a broad range of contexts, including through stories, role play and drama. This is delivered through direct teaching and continuous provision opportunities. EYFS staff	Children have daily opportunities to practice, develop and challenge their physical development. P.E. sessions cover various aspects of physical development and enjoyment, which are supported by the a qualified PE teacher. Discrete development of	We provide children with opportunities to recognise their emotions through using mirrors, displays and symbols. We provide SEMH interventions for identified children with members of the TAG team. We create support plans for children to enable them to be successful in self regulation,	We have a daily Literacy session. We plan interesting topics that provide a hook for learning, and choose texts related to the topic in a range of genres. We have reading areas in every classroom, which include symbols and opportunities for story telling. We have small	We have a daily Maths session. We use the 'White Rose Maths' scheme to deliver this. We plan exciting opportunities to access Mathematics within the world around them. This is endorsed in both outdoor and indoor provision. Adults are skilled at encouraging	Children learn and play in our outdoor area daily. STEM activities are set up through continuous provision and this is further supported through visiting our Forest School area and visits based on different aspects of the environment. The use of technology underpins daily learning where appropriate.	We facilitate a creative, topic based curriculum which helps children develop learning opportunities within an engaging, secure and interesting environment. Direct adult led activities such as dance, role-play, stories, music and singing lessons, we use Charanga, ignite

<p>will scaffold or challenge skills via observations or 'planning in the moment' experiences. All children are encouraged to use the language of 'how' and 'why' in all their learning. Staff are trained in quality interactions and the 'teachable moments' they can scaffold. We work with NHS services to implement speech and language programmes. We have a total communication environment and respect individual children's chosen method of communication. We use Attention Autism sessions to support communication.</p>	<p>fine and gross motor skills are implemented through the curriculum and continuous provision. We use Dough Gym and RWI to develop children's gross and fine motor skills, ensuring they have the strength and dexterity needed to manipulate a range of tools, including writing implements. Identified children access daily sensory circuits to address physical sensory needs. We will offer therapies that will enhance physical development such as Rebound and Hydro. We use Attention Autism discrete sessions to support. We</p>	<p>and support them to feel safe and secure. We provide a daily circle time session. We put a big focus on positive self esteem through targeted sessions. We use symbols promoting positive behaviour and adults model these expectations. We use rewards that motivate our children at a level suitable to them. We provide social opportunities through play and role play. We display 'wow work' on the walls so the children have ownership of the classroom and know this is a place they belong and feel valued. We will greet children from</p>	<p>world and sensory areas that link to the story. We have props that link to stories. We tell sensory stories. We invite visiting professionals to come in and share stories with us. We use songs, signing and nursery rhymes daily. Books feature in areas of continuous provision such as construction, maths and creative areas. Reading for pleasure is encouraged. A weekly book club is set up in a cosy corner. We develop the children's love for reading through sharing stories. We follow children's</p>	<p>mathematical opportunities through children's play and will challenge where this is a focus for the child's next step. There are focused teaching sessions and many provocations set out in order to allow children to practice and develop their mathematical skills. We structure the mastery of maths teaching with guidance from 'White Rose Maths' and implement our daily practice with this.</p>	<p>Children are taught safety online from the start of their school experiences. We provide children with rich sensory experiences to help them explore the world around them. We offer opportunities for children to have real life experiences such as visiting Mobile Farms and small animals.</p>	<p>children's creativity which they further explore through provision and child-led activities. We use practical activity, enquiry and purposeful play, with consolidation through practice, talk and reflection. We instil a sense of curiosity in children through investigation stations, and fine motor skill activities that allow them to access tools for mark making, art and creative activities. We support these approaches with their individual communication profiles.</p>
---	--	---	---	--	---	--

	<p>use our outdoor provision to enhance gross and fine motor skills. We provide opportunities for children to manage their health and self care needs. This can be through dedicated snack times, modelling at meal times or targeted sessions using cutlery. We support children to wash their hands and ensure personal care needs are met.</p>	<p>transport or parents in a warm way. We will give children the opportunity to form secure attachments through allocating a key person.</p>	<p>interests and incorporate topics and stories they enjoy. We have a daily phonics lesson, using RWI. We have a letter sound focus for reading and writing every week. We have quality interactions with our children, focusing on language and a language rich environment. We use intensive interaction as a tool for engagement. We focus on mark making and print rich environments.</p>			
--	---	--	---	--	--	--

Assessment of progress and development is made through learning journeys, observations, photographs/videos, books, key workers and professional discussions.