

EYFS Curriculum Overview

At Reach Academy, the vision for EYFS is that children are independent and inquisitive learners. Reach Academy provides children with the best possible start to their education, by equipping them with the knowledge, skills and experiences they need to thrive in later education and beyond.

EYFS at Reach Academy is founded on relationships: with the child, the family and the rest of the school. We balance time in provision with direct instruction, understanding that each child will need a different diet of this to achieve outstanding outcomes. Every child is unique and their strengths and areas for development are supported and developed with a long term aspirational pathway in mind.

Our practitioners are highly skilled and have a depth of knowledge of child development that drives all the work that they do. They rely on their individual knowledge of each child to drive for rapid progress through play, direct instruction and small group work. Staff receive specific training, which enables them to be highly effective both during carpet sessions and during free flow. We also work closely with the Reach children's hub, which means that we can more rapidly identify vulnerable children in our area, support them to access education at our nursery whilst also developing the relationships with their parents to provide any additional support that they might need.

We know that in the EYFS, we lay important foundations for pupils and parents about our expectations as a school. We therefore hold the same standards for attendance for our non-statutory children as we do for our older pupils. We know that it is only through attending every day that pupils can get the most out of their early years education.

1. Knowledge-rich: In our EYFS curriculum, we have carefully selected topics that support children to develop their knowledge of the world around them. We explicitly select and teach vocabulary during carpet led sessions to ensure children are developing a breadth of knowledge. Alongside this, children spend time in free flow activities that allow children to flexibly apply their knowledge to practical activities.

2. Backwards planned: In our all-through sequencing of our curriculum, we ensure that children are prepared to start the KS1 curriculum by ensuring children leave Reception with the knowledge, skills and attributes they need to be successful. Throughout the EYFS, pupils complete '10 Big Goals' which are important life skills that develop all areas of learning. There are three stages to each goal, which increase in complexity as children progress throughout the phase. These goals prepare children for the KS1 curriculum as they provide practical experiences from which children gain vocabulary and knowledge about the world around them. As part of our all-through model, subject leads support design of our curriculum to ensure it compliments later learning.

3. Carefully resourced: Our EYFS classrooms and outdoor spaces are organised in a way that provides a range of learning opportunities in the 7 areas of learning. Children can access the provision independently, allowing them to choose their resources and

develop independence. Our team of skilled practitioners are responsive to children's interactions with provision and plan in the moment to ensure they are scaffolding and challenging children where appropriate. The resources in the spaces are adapted where appropriate to ensure they are meeting the needs of all learners.

Carpet sessions are curated to develop children's early reading, writing and mathematical skills through explicit instruction and opportunities for independent practice. Where required, we use scaffolding to support children who require additional support. We draw from Read, write inc and mathematics mastery to enrich children's knowledge and are constantly revising our resources to ensure that they are meeting the needs of our learners.

4. Aspirational, inclusive and diverse: Aspiration in our curriculum is seen in our high expectations of pupils both in carpet led sessions and free flow learning. Our '10 Big Goals' allow children to work towards challenging goals throughout the year and celebrate their success when completing them. For instance, when children have independently followed a recipe to bake cakes, they present them to their parents at an event where their achievements are celebrated.

We support and ensure that our curriculum is inclusive for all pupils with a range of needs. Most importantly, this starts with high quality teaching where staff are providing additional scaffolding or support to help pupils learn. For instance, scaffolding may include visual prompts to support explanation (dual coding), breaking information down into smaller chunks or adding movement breaks. If further support is required, we use the graduated approach and seek support from our EYFS SENCO to ensure every child is learning successfully.

We ensure that our classrooms are diverse spaces by ensuring that there are texts, toys and resources that are relatable to all of our children. Where possible, we draw on the experiences of parents and our community to inform planning of key events. Diversity in the curriculum can be achieved by taking opportunities to develop children's sense of identity in play and through carpet sessions where pupils recognise and celebrate their uniqueness.

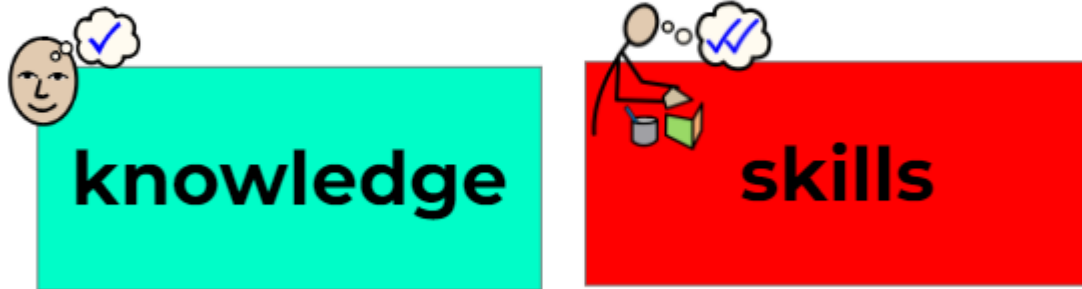
5. Rigorously assessed: All pupils in the EYFS are baselined at the end of the Autumn 1 half-term as well as completing the Reception Baseline Assessment (RBA). The next data point is before the Spring half-term and then finally in June. This progress may be reviewed more frequently if required. Alongside this, there is a half-termly Read Write Inc phonics assessment for children in Reception, to ensure they are taught reading in a group that matches their ability to phonetically decode words. Alongside formal assessment, we systematically assess pupils in lessons by teaching responsibly and using a range of AFL strategies. Formal and informal assessments are used to inform teaching and plan next steps.

6. Regularly evaluated and reflected upon. We use structures such as department weekly meetings, teacher coaching and Pupil Progress Meetings after formal assessments to frequently reflect on our curriculum. We consider its design, its resourcing, its implementation and its impact; making changes immediately or logging them for the next academic year. Constant reflection on our implementation takes place through our instructional coaching system, in which every teacher receives a weekly action step to improve their implementation of the curriculum. Staff in EYFS are empowered to use spontaneous planning during free flow learning to move children's learning along. Staff have weekly morning practice in which there is a focus for staff development, to ensure high quality interactions are happening in the space.

Our Curriculum

Our EYFS curriculum contains three components:

primes



The prime areas of learning underpin everything we do within the EYFS curriculum and are taught through a combination of modelling, high quality interactions and a carefully planned curriculum.

The curriculum consists of two strands - knowledge and skills.

Knowledge Strand

The knowledge strand of our curriculum maps out the knowledge we believe children need to learn during the EYFS phase.

The topics are outlined below:

	Nursery		Reception
HT1	All About Me (PP)	HT1	Me and my world (PP)
HT2	Family Celebrations (PP/PC)	HT2	Celebrations (PP/PC)
HT3	Friendships (PC)	HT3	People Who Help Us (PC)
HT4	Being Healthy (TW)	HT4	Growing (TW)
HT5	Growing (TW)	HT5	Our planet (TW)
HT6	Transport (PC)	HT6	Our Oceans (TW)

Skills Strand

The skills strand of the curriculum identifies milestones for pupils to work towards and complete during each year of the EYFS phase. The 'Ten Big Goals' form the backbone of the wider curriculum.

		Goal	Seedlings	Saplings	Reception
1		Trip	A trip to Tesco	A trip to the post office	A trip to the farm
2		Baking	To make toast and jam	To make bread and butter	To make biscuits and orange juice
3		Growing	To grow cress	To grow a sunflower	To grow runner beans
4		Craft	To make a pasta necklace	To cross stitch a bookmark	To sew a puppet
5		Ball Skills	To play skittles	To play Goalball	To play a game of football
6		Storytelling	To retell a familiar story	To act out a story	To write a story and act it out as a play
7		All About Me	To talk about my family (using a photo)	To describe three objects that are important to me	To give a presentation on myself (using a box of objects)
8		Construction	To build a den	To make a clock out of junk modelling	To make a wooden photo frame
9		Performance	To perform a nursery rhyme	To sing a song with an instrument (as part of a group)	To perform a song with a tuned instrument (as part of a group)
10		Climbing	To use a slide independently	To walk across the a-frame	To swing across monkey bars To climb a tree

Curriculum Map

Our dual stranded EYFS curriculum teaches children both knowledge and skills. This learning cumulates into 10 big goals that the children will complete independently throughout the year. These are highlighted in red.

Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The prime areas of learning are interwoven throughout the curriculum. Directed and spontaneous input of the primes are planned in response to the needs of the cohort and individual child's needs. We aim for children to be able to:					
C & L (prime)	<ul style="list-style-type: none"> - Speak in full sentences - Negotiate social problems with support - Express desires and interests - Express likes and dislikes - Talk about personal experiences - Share own ideas 					
PSED (prime)	<ul style="list-style-type: none"> - - take turns with a peer - identify feelings - Begin to form friendships - play kindly alongside peers - have the confidence to speak on a 1:1 and in a small group 					
Physical Developm ent	<ul style="list-style-type: none"> - negotiating space safely - Use equipment safely and appropriately - catch, kick and throw a large ball - develop balance and core strength - Walk across a frame safely 					

(prime)	<ul style="list-style-type: none"> - Play a game of Goal ball - Develop a pincer grip - Develop hand strength and manual dexterity to hold and use scissors appropriately - To thread beads 					
Reading	<p>Why we read? Children to share a variety of texts 1:1 and in small groups. They will learn to handle the books carefully, hold the correct way up and turn pages individually. They will be able to identify the parts of a book. Know and use the vocab author, illustrator, spine, front cover back cover etc. Environmental sounds Initial sounds - letter links Rhyme Alliteration</p>			<p>Read Write Inc</p> <p>We will learn the sounds m,a,s,d,t,i,n,p,g,o,c and k and begin to blend and read c.v.c words</p>	<p>Read Write Inc</p> <p>We will learn the sounds u,b,f,e,l,h,sh,r,j,v and begin to blend and read c.v.c words</p> <p>Blending games</p>	<p>Read Write Inc</p> <p>We will learn the sounds y,w,th,ch,qu,x,ng,nk and begin to blend and read c.v.c words</p> <p>Blending games</p>
Literacy	<p>The colour monster goes to school How does a dinosaur go to school? No David! From head to toe It's okay to be different My world, your world Bodies are cool</p>	<p>Bonfire night My Dadima wears a sari Who's in my family Night shift Daddy And Tango makes three The Jolly Christmas Postman It's Christmas David</p>	<p>Lost and found Sad, the dog How do dinosaurs play with their friends? Strictly no elephants The squirrels who squabbled sharing a shell</p>	<p>Oliver's Vegetables Handa's Surprise Smile, Crocodile, Smile The little red hen A piece of cake I don't want to go to bed</p>	<p>There's a house inside Mummy's Tummy The growing story The very hungry caterpillar Look out for the big bad fish Jasper's Beanstalk The tiny seed</p>	<p>Don't let the Pigeon drive the bus Oi Get off our train Float Toy boat The boy and the aeroplane Violet the pilot The koala who could To act out a story</p>
Maths	<p>Number rhymes - manipulating fingers</p>	<p>We will learn the numbers 1-6 and the</p>	<p>We will learn the numbers 7-10</p>	<p>Counting using 1:1 correspondence</p>	<p>Measuring, comparing height</p>	<p>Consolidating maths skills</p>

	to show numbers. Taking one away Way up high in the apple tree 5 Little monkeys jumping on the bed Beehive 5 Little men in a flying saucer 5 Elephants 5 Green and speckled frogs	shapes circle, rectangle, triangle, square, pentagon	Number and shapes in the environment.	Matching numeral and quantity Number stability Adding two groups Taking away	Positional language	
UTW (Science)	Our Bodies	Hot and Cold	Seasons	Being Healthy Baking Bread and butter	Growing Grow a sunflower	Transport
UTW (Humanities)	All About Me (similarities and differences)	Families and celebrations	Friendships	Being Healthy	Past and Present	Places in my community Post an Invitation
EAD	Mark making	Exploring paint	Exploring techniques	Junk Modelling To make a clock	Mixed Media To stitch a bookmark	Songs and Dances To sing a song with an instrument

*order of specifics may change in response to cohort needs and child's interests

Reception

Our dual stranded EYFS curriculum teaches children both knowledge and skills. This learning cumulates into 10 big goals that the children will complete independently throughout the year. These are highlighted in red.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
C&L	<p>Pupils develop language skills throughout the year so that they can. Directed and spontaneous input is tailored to the cohort and individual child's needs. By the end of the year, we aim for children to:</p> <ul style="list-style-type: none"> - listen attentively to an adult or peer - hold a conversation with a peer/adult - ask and answer questions - share and justify an opinion 					
PSED	<p>Pupils develop PSED skills throughout the year so that they can. Directed and spontaneous input is tailored to the cohort and individual child's needs. By the end of the year, we aim for children to:</p> <ul style="list-style-type: none"> - negotiate social problems independently (sharing and turn taking) - Have formed friendships in which they play kindly - to identify feelings and have a bank of strategies to manage the, - tolerate delay where needed (queuing) - respond appropriately to feedback given by a teacher or peer 					
Reading	<p style="text-align: center;">Read Write Inc</p> <p>Pupils learn to decode words in small groups by learning phonics (sounds) different letters make, and then blending them together. They will read lots of books to help them practise these skills.</p>					
Literacy	Goldilocks & The Three Bears Three Little Pigs Jack and the Beanstalk	Room on the Broom Kipper's Birthday The Snowman The Jolly Christmas Postman	Topsy and Tim Go to the Doctor Burglar Bill The 100 Decker Bus	The Girls The Enormous Turnip The Tadpole's Promise	Handa's Surprise The Gruffalo Pongo	Rainbow Fish The Fisherman & His Wife Sharing a Shell To write and perform a play
Maths	<ul style="list-style-type: none"> • Unit 1: Early Mathematical experiences • Unit 2: Pattern 	<ul style="list-style-type: none"> • Unit 3: Numbers within 6 • Unit 4: Addition 	<ul style="list-style-type: none"> • Unit 8: Numbers within 10 • Unit 9: 	<ul style="list-style-type: none"> • Unit 11: Grouping and Sharing • Unit 12: 	<ul style="list-style-type: none"> • Unit 14: Shape and pattern • Unit 15: Addition and 	<ul style="list-style-type: none"> • Unit 17: Measures • Unit 18: Depth of numbers

	and Early Number	and subtraction within 6 <ul style="list-style-type: none"> Unit 5: Measures Unit 6: Shape and sorting Unit 7: Calendar and Time 	Addition and subtraction within 10 <ul style="list-style-type: none"> Unit 10: Numbers within 15 	Numbers within 20 <ul style="list-style-type: none"> Unit 13: Doubling and halving To bake biscuits	subtraction within 20 <ul style="list-style-type: none"> Unit 16: Money 	within 20 <ul style="list-style-type: none"> Unit 19: Numbers beyond 20
UTW (Science)	Types of Material	Hot and Cold	Forces	Growing To Grow Tomatoes	Ecosystems	Sinking and Floating
UTW (Humanities)	All About Me	Celebrations and Festivals	People and communities	Past and Present A trip to the farm	Looking after our planet To do a presentation about me	Designing, making and adapting personal project
EAD	Mixing Paint Exploring Music	Constructing Models Songs and Dances	Mixed Media Pitch and Melody To sew a puppet	Observational Art Pulse and Beat	Woodwork Timbre and Dynamics To make a photo frame	Personal Project Performance Music To perform to a group
PD	Fundamental Movements (Unit 1) Team Games (Unit 1)	Dance (Unit 1) Gymnastics (Unit 1)	Fundamental Movements (Unit 2) Team Games (Unit 2) A Game of Football	Dance (Unit 2) Gymnastics (Unit 2)	Ball Skills (Unit 2 – throwing) Games	Team Games (Sports Day) To swing across monkey bars

*order of specifics may change in response to cohort needs and child's interests