

## **Basildon CE Primary School EYFS Curriculum Overview**

Our rationale when designing our Early Years Curriculum and the curricular goals was to consider the starting points of our children when they begin at Basildon CE Primary School, the strengths and needs of the children. We also considered what attitudes, skills, knowledge and understanding we would like children to leave with at the end of their time at Basildon CE Primary School in preparation for continuing their life journey. We also endeavoured to capture our whole school vision and values of Respect, Resilience and Excellence.

To inform our curriculum we used the statutory revised EYFS framework:

<https://www.gov.uk/early-years-foundation-stage>

And the non-statutory guidance for early years Development Matters document:

<https://www.gov.uk/government/publications/development-matters--2>

Curriculum Companion Early Years – Chris Quigley

We planned a broad and balanced curriculum with the needs of the children in mind, showing a progression towards the goals. A curriculum that has been thoughtfully planned but is flexible at the point of delivery to meet the needs of the children and based on their interests. Our curriculum covers the prime areas and specific areas of learning.

Prime areas of learning:

- Communication and Language (Listening, attention and understanding; and Speaking)
- Personal, Social and Emotional Development (Self-regulation, Managing Self and Building Relationships)
- Physical Development (Gross motor skills and fine motor skills)

Specific areas of learning:

- Literacy (Comprehension, Word reading and Writing)
- Maths (Number and Numerical patterns)
- Understanding of the World (Past and present; People, culture and communities; and The natural world)

Our curriculum:

- Includes teaching and learning based on children's interests and gaps in learning as identified. A lot of the learning is play based and enables children to develop independence, resilience, collaboration and exploration. This can be independent learning or learning can be extended by adults in the moment.
- Includes key vocabulary to be introduced and revisited in different contexts.
- Includes progressive footsteps towards a goal.
- Includes milestones. We recognise that every child will progress through the milestones at different rates. However the milestones show how learning is coming together and provides a way of monitoring progress. Milestone 1 is the goal for the end of FS1, Milestone 2 is the goal for the end of the autumn term FS2 and milestone 3 the goal for the end of FS2.
- Key Books/Poems/Artists/Festivals/Visits/Experiences. These were planned to ensure progression, a variety of text types including fiction and non-fiction linked to the curricular goals, experiences and visits. These also include a range of diversity texts.

- Core experiences eg. growing beans, sunflowers, cress watching caterpillars to butterflies, Sing up, Poetry Basket, Helicopter Stories
- Woodland learning
- Phonics using Monster phonics scheme
- Maths following White Rose
- Religious Education in Reception, including using 'Understanding Christianity' and learning from and about other religions.

## Curriculum Goals

Below are the links to Chris Quigley's threshold concepts. These were used to support in planning a progressive curriculum along with the use of milestones to ensure continuity with the whole school curriculum planning.

<p>1. Settle in (PSED)</p> <p>(self image and relationships, becoming me, communication conveys meaning, mental health, becoming a citizen) economic wellbeing</p>	<p>Settle in and become a happy, healthy and confident learner</p>
<p>2. Self-regulate (PSED)</p> <p>(communication conveys meaning, cultural awareness – visual arts + playing and pretending, becoming me: becoming a citizen, self-image and relationships, character virtues, physical health and managing self)</p>	<p>Self-regulate using effective strategies independently</p>
<p>3. Follow (PD, M, L)</p> <p>(fine motor, capacity, measurement, counting, gross motor, number sense, number operations, science, design and technology, communication conveys meaning)</p>	<p>Follow a recipe to make a pizza/bread</p>
<p>4. Read (L)</p> <p>(reading, understanding texts)</p>	<p>Read a book to a younger child</p>
<p>5. Create and move (PD)</p> <p>(strength, gross motor, measurement, shape, spatial)</p>	<p>Create and move around a multi-level obstacle course moving in a variety of ways</p>

relationships, design and technology)	
6. Identify (UW) (history, geography, becoming a citizen, music)	Identify similarities and differences between myself and others, the present and the past, different countries, the seasons.
7. Grow (UW) (ecology, science, fine motor, measurement, could be economic wellbeing if growing own food)	Grow a plant from a seed
8. Write (L) (sentence writing, handwriting, fine motor)	Write a sentence for a purpose (or a variety of purposes) using the correct letter formation
9. Sew (PD) (fine motor, design and technology, cultural visual, measurement)	Sew using a running stitch
10. Imagine (EAD) (cultural awareness -playing and pretending, talking and listening, joining in)	Imagine and make up a story
11. Build (PD) (cultural visual arts, design and technology, fine motor, shape, measurement and special relationships)	Build a model using a variety of media.
12. Paint (EAD) (visual arts, shapes, 3 spatial relationships, fine motor)	Paint/draw a portrait