

EYFS – Curriculum overview **based on Development Matters**

Intent

At Shaftesbury we aim to provide all children with a finely tuned balance of teacher-led and directed learning that encompasses clarity of purpose in terms of outcomes with a breadth of curriculum that also provides scope to surpass national curriculum demands alongside opportunities to delve into exploratory learning through dynamic play where metacognitive skills are enhanced and learning is embedded into their long term memories in contextualised ways that link with other areas of the curriculum.

At the heart of our curriculum is a desire to ensure all interactions between adults and children are of the highest quality so that learning will be maximised and self-esteem will develop further opportunities for pupils to take risks and explore in an inquisitive and purposeful manner.

Timetabling reflects the demographic of the school and the low starting points that many children arrive with. It endeavours to bridge any disadvantage such as word gaps that pupils have and places reading and phonics at the core. The systematic focus and approach to phonics and reading ensures rapid progress with frequent assessments from an experienced leader who ensures all children move rapidly through the programme. This approach is replicated further across the school to ensure high numbers of MPE children gain accelerated access to developing early reading.

The structure of the day in the EYFS allows morning sessions to be formally structured and teacher led to ensure pupils develop the necessary skills in preparation for key stage one. In addition exploratory play is maintained with connected outdoor activities that link with the daily objectives and encompass physical play which fulfils the learning intentions from the teacher led lessons. All children have access to a morning, literacy and numeracy based physical outdoor activity each week.







Afternoon sessions predominantly involve a child initiated focus but we maintain teacher guidance and facilitation to steer learning for all. Where this learning may take an alternative route due to various factors such as the interests or motivations of the child we remain flexible in order to promote further engagement and learning. We work in this way with the understanding that every child is different and has unique interests and experiences that they bring with them. These must be taken into account in order to value the child as a whole and promote self-esteem.

High quality interactions focus on the positive in every situation and allow the child to build confidence during conversations whilst the adult skilfully scaffolds the talk when and where necessary with the aim that the child acquires new and relevant vocabulary that is contextualised. We promote the use of contingent talk in the EYFS and encourage all adults to use this. We recognise that some adults in our setting are more experienced and skilful in this area of expertise but continually seek to provide CPD so that all adults may develop their skills.

Through careful observations where we focus on commenting on the remarkable rather than the usual, adults intrinsically develop an accurate picture of a child, knowing precisely when to intervene in learning as well as when to allow diversion from an intended outcome. Planning ensures engagement of pupils is high and purposeful talk is an intended outcome that is at the heart of all sessions. Reading is promoted through the curriculum and timetabling ensures children are read to frequently and acquire a desire to access a range of texts for themselves. Book corners are carefully designed to ensure children want to use the space and resources available.

Planning also seeks to provide opportunities to explore the natural world for themselves through educational visits, forest schooling and activities based within our own setting. Teachers are encouraged to use real life objects and experiences that the children can explore for themselves with the knowledge that access is not always available at home. Children are encouraged to develop independence within tasks so that they can choose resources that are available to them, analyse situations and possibilities as well as evaluate what they have done and develop critical thinking as they evolve in their learning journey.

Implementation – Curriculum overview

Term	Autumn 1 DINOSAURS	Autumn 2 LIGHT & DARK	Spring 1 TRADITIONAL TALES	Spring 2 GROWING	Summer 1 SUPERHEROES	Summer 2 AT THE SEA
Texts						
	Non- fiction <i>Dinosaurs</i> Ebook – Twinkl <i>Dinosaur Safari</i> – Ebook Oxford Owl	Non- fiction The Christmas story	Non- fiction <i>Plants For Dinner</i> – Ebook Oxford Owl	Non- fiction	Non- fiction People Who help Us Firefighters/Police officers/ Doctors	Non- fiction <i>At the Seaside</i> – RWI blue level <i>Sharks</i>
Comprehension	<ul style="list-style-type: none"> - demonstrating understanding through retelling stories and narratives using own words and recently introduced vocabulary - anticipating – where appropriate- key events in stories - using introduced vocabulary to discuss stories, non-fiction texts, rhymes and poems and during role-play - discuss the layout of a book – naming parts of a book (cover, page number, author) - predicting - exploring a wide range of texts - exploring print in the environment - exploring and reciting poetry - questions making 					
Writing	<ul style="list-style-type: none"> - name writing, - segmenting words into sounds, - spelling of tricky words 	<ul style="list-style-type: none"> - segmenting sounds for writing words - spelling HFW - intro to capital letters and full stops - writing own name and labels 	<ul style="list-style-type: none"> - Writing own name, labels, captions -beginning to write in short, simple sentences - ‘Weekend News’ writing 	<ul style="list-style-type: none"> - writing CVC words, 4/5 letter words - segmenting for spelling - segmenting ideas into phrases and sentences - ‘Weekend News’ writing - description of characters, setting, - alliteration intro - retelling stories 	<ul style="list-style-type: none"> - using phonics to write words, phrases and simple sentences using the RWI strategies and read them back - ‘Weekend News’ - description of characters, settings, events - questions making - mini diary entry 	<ul style="list-style-type: none"> - writing phonetically correct words, phrases and simple sentences - spelling some CEW correctly - ‘Monday weekend news’ -description of illustrations, characters, setting, events, etc.

				<p>Labelling</p> <ul style="list-style-type: none"> - rhyming words / strings - creative writing – own stories based on books read in class 	<ul style="list-style-type: none"> - mini stories (prequels, sequels, etc.) - spelling some words correctly - making phonetically plausible attempts to write unfamiliar words 	<ul style="list-style-type: none"> - story/ letter writing - labelling (NF SHARKS)
Handwriting	<p>Lower case letter sounds – teaching formation using the RWI memorable phrases</p>	<p>Upper case letters alongside the consolidation of the lower case letters – RWI order of letter sounds</p>	<p>Upper and lower case letters in short phrases and simple sentences. Hold a sentence (dictation)</p>	<p>Upper and lower case letters in short phrases and simple sentences. Hold a sentence (dictation)</p>	<p>Upper and lower case letters in longer sentences. Hold and build a sentence</p>	<p>Upper and lower case letters in longer sentences. Hold and build a sentence</p>
Word Reading/ Phonics RWI	<p>Set 1 sounds (single-letter sounds and first digraphs: sh, ch, th, ng, nk, qu Word time 1.1 – 1.4</p> <ul style="list-style-type: none"> - blending and segmenting skills (spelling) - first set of common exception words 	<p>Set 1 and set 2 sounds Word time 1.5–1.7</p> <p>Exc – ditties/green & set 2</p> <ul style="list-style-type: none"> - blending and segmenting (spelling) skills involving single-letter sounds and digraphs - next set of CEW 	<p>Set 1 digraphs + Word time 1.7 / ditties</p> <p>Exc – Set 2 + purple books</p> <ul style="list-style-type: none"> - further sets of CEW 	<p>Set 1 review + red books</p> <p>Exc – Set 3 + pink books</p> <ul style="list-style-type: none"> -further sets of CEW 	<p>Set 2 + green books</p> <p>Exc – Set 3 + orange books</p> <ul style="list-style-type: none"> - further sets of CEW 	<p>Set 2+ purple books</p> <p>Exc – set 3 + yellow books</p> <ul style="list-style-type: none"> - further sets of CEW
CL	<ul style="list-style-type: none"> - retelling of past events - responding to 2-step instructions - extending vocabulary and using it in different contexts - imaginative talk - posing questions and explaining - listening and responding - develop social phrases - understand ‘why’ questions - to learn rhymes, poems and songs - talk about familiar books - develop communication and use longer sentences - express their point of view 	<ul style="list-style-type: none"> - use talk to organise ideas in their play - responding to 2-step instructions - understand how to listen and why listening is important - learn and use new vocabulary - engage in non-fiction books - develop new knowledge and vocabulary after listening to non-fiction books - describe events in some detail - to listen to and learn rhymes, poems and songs 	<ul style="list-style-type: none"> - learn and use new vocabulary in different context - engage in non-fiction books - listen to and talk about stories - retell stories using repetition and own words - offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction texts, rhymes and poems - to listen to and learn rhymes, poems and songs 	<ul style="list-style-type: none"> - listen and respond to what they hear with questions, comments and actions during whole class and group interactions events and responding with relevant comments, questions and actions - hot seating – story character’s profile – formulating questions - why/how questions: future dreams and plans - extending vocabulary and using it in different contexts 	<ul style="list-style-type: none"> - express their ideas and feeling about their experiences using full sentences and conjunctions including past present and future tense - explain why things might happen - extending vocabulary and using it in different contexts– stories/ books with ambitious language, words related to technology, cultural capital links - participate in small group class and one to one discussions 	<ul style="list-style-type: none"> - listening and responding in child-initiated activities -make comments about what they have heard and ask questions to clarify their understanding - discussing past, present and future events - ask question to clarify understanding - describing events in some detail - extending vocabulary and using it in different contexts

	<ul style="list-style-type: none"> - start and continue a conversation - use talk to organise ideas in their play - engage in non-fiction books - engage in story time 	<ul style="list-style-type: none"> - ask questions to find out more and check understanding - connect ideas using connectives - articulate ideas and thoughts in well-formed sentences - use talk to help work out problems and organise thinking - explain why things work and why they might happen 			<ul style="list-style-type: none"> offering ideas using new vocabulary - listen attentively in arrange of situations, e.g. hot-seating, fire-fighters visit, etc. - hold conversations when engaged in back and forth exchanges 	<ul style="list-style-type: none"> - developing own narratives and explanations by connecting ideas and making links - exploring rhyming words (English link) - listen attentively and respond to what they hear with questions, comments and actions during whole class and group interactions events and responding with relevant comments, questions and actions
Mathematical Development	<ul style="list-style-type: none"> - subitise within 5 - count reliably up to 5 and match quantities to numerals - showing finger numbers up to 5 - reciting and representing numbers to 10 - forming numbers to 10 - solve mathematical number problems up to 5 - linking numerals with their cardinal number values - talk about and explore 2D shapes, using informal and mathematical terms - select shapes appropriate for task - combine shapes to make new ones 	<ul style="list-style-type: none"> - explore the composition of numbers from 1 to 5 (the story of ...) - understand positional language and use it in context - describe a sequence of events (first, next, then) - talk about and identify patterns (stripes, designs, pointy, spotty, blobs) - create repeated patterns - spotting errors in patterns - finding errors in repeated patterns - continue, copy and create repeated patterns - begin to subitise beyond 5 - count objects, actions and sounds - more/less to compare sets and numbers - compare using more/fewer 	<ul style="list-style-type: none"> - compare and solve problems involving size, distance, length, weight and capacity - describe a familiar route - select, rotate and manipulate shapes to develop spatial reasoning (shapes in the environment) 	<ul style="list-style-type: none"> - understand the relationship between consecutive numbers - explore the composition of numbers from 6 to 10 (the story of ...) - automatically recall number bonds for numbers from 0-10 - adding and subtracting within 10 (number facts) 	<ul style="list-style-type: none"> - automatically record number bonds to 5 and 10, including subtraction facts - have a deep understanding of number to 10 including their composition (the story of number from 0-10 and story of the day) - doubling, halving and sharing - compare and solve problems involving money 	<ul style="list-style-type: none"> - subitise within 10 - even and odd numbers - explore and represent patterns with numbers - count to 20 and beyond - recognise the pattern of the counting system - quantities up to 5 (recognise without counting) - numerical patterns - count to 20 and beyond - recognise the pattern of the counting system - explore and represent patterns with numbers


	<ul style="list-style-type: none"> - compose and decompose shapes to recognise other shapes within it 	<ul style="list-style-type: none"> - compare quantities up to 10 (greater than, less than or equal to) - 1 more and 1 less 				<ul style="list-style-type: none"> - compare and solve problems involving time
PSED	<ul style="list-style-type: none"> - select and use activities independently or when asked to - develop their sense of responsibility and sense of community (class monitors) - become more outgoing with unfamiliar adults - show more confidence in new social situations - play with one or more other children, extending and elaborating play ideas - increasingly follow rules and understand why they are important 	<ul style="list-style-type: none"> - find solutions to conflicts, by discussing - increasingly follow rules and understand why they are important - develop appropriate ways of being assertive - talk about their feelings and emotions - begin to understand how others might be feeling - see themselves as a valuable individual (abilities) 	<ul style="list-style-type: none"> - build constructive and respectful relationships - express their feelings and the feelings of others - show resilience and perseverance in the face of challenge - think about the perspectives of others - manage their own needs - stranger-danger activities - wait for what they want and control their immediate impulses when appropriate 	<ul style="list-style-type: none"> - show an understanding of their own feeling and those of others - begin to regulate their behaviour according to their emotions - follow instructions involving several ideas or actions - understand the importance of healthy food choices and healthy life style - be confident to try new activities and show independence 	<ul style="list-style-type: none"> - resilience and perseverance in the face of challenge - explain the reasons for rules - know right from wrong and try to behave accordingly - work and play cooperatively and take turns with others - form positive attachments to adult and peers - show sensitivity to their own needs and the needs of others 	<ul style="list-style-type: none"> - manage their own basic hygiene and personal needs (dressing, toilet) - set and work towards simple goals - give focused attention to what the teacher says and respond even when engaged in another activity
PD	<ul style="list-style-type: none"> - continue to develop their movement, balancing and riding skills (balancing, riding, tricycles and ball games) - go up steps and stairs, climb up using alternate feet - skip, hop and stand on 1 leg - use large muscle movements to paint, make marks and wave streamers - start taking part in group activities that they make up 	<ul style="list-style-type: none"> - hold a pose for a game - move to music and rhythm in time remembering the sequence and patterns - be increasingly independent when getting dressed and undressed - make healthy choices about food, drink, activities and tooth brushing - use their core muscle strength to develop good posture while sitting at the table or on the floor 	<ul style="list-style-type: none"> - progress to a more fluent style of moving, developing control and grace - develop their overall body strength, coordination, balance and agility needed to engage successfully with PE - develop their small motor skills so that they can use a range of tools correctly, safely and with increasing confidence 	<ul style="list-style-type: none"> - develop and refine ball skills (throw, catch, kick, pass, bat and aim) - develop confidence, precision, accuracy - revise and refine the fundamental movements they have learnt (rolling, crawling, walking, jumping, running, hopping, skipping, climbing) - healthy life style, know the factors that - regular physical activity, healthy eating, 	<ul style="list-style-type: none"> - negotiate space and obstacles safely with consideration for themselves and others - demonstrate strength, balance and coordination when playing - move energetically (running, jumping, dancing, hopping, skipping and climbing) 	<ul style="list-style-type: none"> - hold a pencil effectively in preparation for fluent writing using the tripod grip - begin to show accuracy and care when drawing - use a range of small tools (scissors, paint brushes and cutlery)

	<ul style="list-style-type: none"> - match their developing physical skills to tasks and activities - choose the right resources to carry out their own plan - collaborate with others to manage large items - use 1 handed tools and equipment - use a comfortable grip with good control when using tools - start to eat independently using a knife and fork - show preference for a dominant hand - increasingly independent in manage their own needs (toilet, washing hands) 		<p>(pencils, paint brushes, knives, forks and spoons)</p> <ul style="list-style-type: none"> - combine movements with ease and fluency - confidently and safely use a range of apparatus indoors and outdoors alone and in a group - develop overall body strength, balance, coordination and agility - develop the foundations of their handwriting skills, so that it is fast and accurate - road safety 	<p>sensible amounts of screen time, having a good sleep routine, exercise</p> <ul style="list-style-type: none"> - have the skills to manage a school day (lining up, meal times, personal hygiene) 		
Utw	<ul style="list-style-type: none"> - use all their senses in hands on exploration of natural materials - talk about what they see using a wide vocabulary - begin to make sense of their own life story and family history - explore how things work - begin to understand the need to respect and care for the natural environment and all living things - continue to develop positive attitudes about the difference between people - know that there are different countries in the world and talk about differences they have 	<ul style="list-style-type: none"> - understand the effect of changing seasons in the natural world around them <p>Now Press Play: Weather</p> <ul style="list-style-type: none"> - explore collections of materials with similar or different properties - talk about the difference s between materials and changes that they notice - explore and talk about difference forces they can feel (push, pull, magnets) - recognise the people have different beliefs and celebrate special times in different ways - explore the natural world around them - draw information from a simple map 	<ul style="list-style-type: none"> - talk about members of their immediate family and community - name and describe people who are familiar to them - comment of images of familiar situations in the past - compare and contrast characters from stories and people from the past - recognise the people have different beliefs and celebrate special times in different ways - recognise some similarities and differences between life in this country and life in other countries 	<ul style="list-style-type: none"> - plant seeds and care for growing plants - understand the key features of the life cycle of a plant and an animal - recognise the people have different beliefs and celebrate special times in different ways - describe what they see, hear and feel whilst outside - understand that some places are special to members of their community 	<ul style="list-style-type: none"> - talk about the lives of people around them and their role in society - similarities between things in the past and now - describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps - explain some similarities and differences between life in this country and other countries drawing on knowledge from stories, non-fiction texts and maps 	<ul style="list-style-type: none"> - draw on their experiences of what has been read in class - understand the past through settings, characters and events encountered in books read in class and story telling - know some similarities and difference between different religious and cultural communities in this country drawing on their experiences and what has been read in class

	<p>experienced or seen in photos</p> <ul style="list-style-type: none"> - recognise the people have different beliefs and celebrate special times in different ways - understand some important processes and changes in the natural world around them including the seasons and changing state of matter 		<ul style="list-style-type: none"> - recognise some environments that are different from the one in which they live - understand the effect of changing seasons on the natural world around them 		<ul style="list-style-type: none"> - explore the natural world around them making connections and drawing pictures of animals and plants 	<ul style="list-style-type: none"> - know some similarities and differences between the natural world around them and contrasting environments drawing on their experiences and what has been read in class - understand some important processes and changes in the natural world around them including the seasons and changing state of matter
Cultural capital	<ol style="list-style-type: none"> 1) Pablo Picasso – portraits 2) Dinosaurs and their history 	<ol style="list-style-type: none"> 1) Thomas Edison 2) Guy Fawkes 	<ol style="list-style-type: none"> 1) Brothers Grimm (traditional tales link) 	<ol style="list-style-type: none"> 1) Forest Thursday – exploring local parks and forests 2) Matryoshka dolls- Paper Dolls book / Fun Mum Day 	<ol style="list-style-type: none"> 1) Neil Armstrong 2) Florence Nightingale 	<ol style="list-style-type: none"> 1) Christopher Columbus 2) Ferdinand Magellan
EAD	<ul style="list-style-type: none"> - develop their own ideas and then decide which materials to use to express them - draw with increasing complexity and detail (drawing a face including features) - use drawing to represent ideas or loud noises - show different emotions in their drawings and paintings - explore colour and colour mixing 	<ul style="list-style-type: none"> - begin to develop complex stories using small world equipment - make their own small worlds using construction - join different materials and explore different textures - play instruments with increasing control to express their feelings and ideas - sing in a group or on their own increasingly matching the pitch and following the melody 	<ul style="list-style-type: none"> - exploring using and refining a variety of artistic effects to express their ideas and feelings - return to and build on their previous learning refining ideas and developing their ability to represent them - listen attentively - watch and talk about dance and performance art, expressing their feelings and responses - develop stories lines in their pretend play 	<ul style="list-style-type: none"> - explore and engage in music making and dance, performing solo or in groups - move to and talk about music, expressing their feelings and responses - create collaboratively sharing ideas, resources and skills 	<ul style="list-style-type: none"> - safely use and explore a variety of materials, tools and techniques - experiment with colour, texture, design, form and function - make use of props and materials when roleplaying characters in narratives and stories - perform song, rhymes, poems and stories with others - move in time to music 	<ul style="list-style-type: none"> - invent, adapt and recount narratives and stories with peers and their teacher - sing a range of well-known nursery rhymes and songs - share their creations explaining the process they have used

	<ul style="list-style-type: none"> - respond to what they have heard expressing their thoughts and feelings - remember and sing entire songs - create their own songs and improvise a song around one that they know 					
Special events, activities and links	<ul style="list-style-type: none"> - Dinosaur Museum – outdoor role play focus -Dinosaur project with parents -Phonics workshop for parents - Early Maths workshop for parents - Diwali - Guru Nanak’s birthday - Dinosaurs – Now Press Play 	<ul style="list-style-type: none"> - The Space – outdoor role play focus - Autumn Book Fair - Christmas - The Nativity performance - Christmas food preparation - Winter Wonderland (pantomime) - Christmas - Space – Now Press Play 	<ul style="list-style-type: none"> - Jack and the Beanstalk - Growing – outdoor role play focus - Making porridge – healthy eating / capacity - Science open Afternoon - Gruffalo’s crumble-cooking event - Baking a Gingerbread Man biscuit - Family Reading Afternoons - Chinese New Year - Goldilocks and the Three Bears – Now Press Play 	<ul style="list-style-type: none"> - The Florist’s – outdoor role play focus - Spring Book Fair - Community garden visit – Minibeasts and Growing Theme - Sports for Champions Day - Forest Thursday visits - Fun Mum Day - Planting in the outdoor area - Minibeasts investigation - Minibeasts – Now Press Play - Book Week incl. WBD - Family Reading Afternoons - Eid - Easter - Holi - Mother’s day 	<ul style="list-style-type: none"> - Superheroes’ Headquarters – outdoor role play focus - Fun Dad Day - Fire fighters visit - Post Office visit - Police Officers visit - Forest Thursdays continuation - Family Reading Afternoons - Father’s day t - People Who Help Us – Now Press Play 	<ul style="list-style-type: none"> - The Ice Cream Parlour – outdoor role play focus - Summer Book Fair - Library visits - The seaside visit Including Now Press Play session - Sports Week - EYFS Graduation Ceremony - Family Reading Afternoons - Eid - International day - Sports day
	<ul style="list-style-type: none"> - Baseline assessments - Progress week 1 - Phonics assessment 	<ul style="list-style-type: none"> - Progress week 2 - Phonics assessment 	<ul style="list-style-type: none"> - Phonics assessment 	<ul style="list-style-type: none"> - Progress Week 3 - Phonics assessment 	<ul style="list-style-type: none"> Progress Week 4 - Phonics assessment 	<ul style="list-style-type: none"> Progress Week 5 - EYFS profiles – final assessment - Phonics assessment

Nursery overview

	The Power of Reading	PSED	Physical Development	Communication & Language	Literacy	Mathematics	Understanding the World	EAD	Special events, activities and links
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<p>Autumn 1 'Ourselves' 20-36 months CC: - Diwali / Jaackson Pollack Settling Period</p>	<p>Owl Babies See you later Mum So Much Will you be my friend? My body your body My feelings</p>	<p>Separating from main carer Expresses own interests and preferences Settling in Making Friends Talk about own home and family</p>	<p>Run safely on whole foot Kick a ball Shows control turning pages in a book Hold writing tools Walk up and downstairs Make paper snips Uses a spoon confidently Drink without spilling Secure toilet training</p>	<p>L&A – show interest in play with songs, rhymes and chants U – answers who/what/where questions using pictures S – use simple sentences, recognising name and choosing an activity verbally – carpet sessions. (Split groups)</p>	<p>Learns stories, rhymes, songs, poems, jingles Looks at books independently Handle books with care Distinguishes between marks they make</p>	<p>Recite some number name in sequence Use some number names in play Can select 1 or 2 from a small group of objects Anticipate specific times-based events (school routine)</p>	<p>P&C – beginning to have own friends TW – enjoys playing with small world models, talk about how things work Tech – show interest in wind up, pull back toys, toys with buttons, knobs, levers</p>	<p>MM – joins in singing, explore instruments, experiments with mark making BI – make-believe, mark making representations</p>	<p>-Phonics workshop for parents -Diwali focus week -Diwali Rangoli Fun day with parents -Jackson Pollack focus and paintings</p>
<p>Autumn 2 'Rhymes & Stories' 30-50 months emerging CC: Christmas</p>	<p>'We're going on a bear hunt' Goldilocks and three bears Little Red Riding Hood Jack and the beanstalk Elmer the elephant Christmas Stories</p>	<p>Select and use activities and resources with help Welcome and value praise Begin to become more outgoing</p>	<p>Moves with increasing skill – walking, running, jumping, rolling, crawling Mount stairs using alternate feet Moves beyond whole hand pencil grasp Begins to form lines and circles Say when hungry/tired</p>	<p>L&A – maintains attention on a task in a small group U – follows simple instructions S – retell a past event in order</p>	<p>Shows awareness of rhyme Shows awareness of alliteration Holds book the correct way up and turn pages Listens to and joins in with stories Gives meaning to marks they make Ascribes meaning to marks they see</p>	<p>Recite numbers in order to 10 Begin to represent numbers using fingers Names simple shapes in the environment</p>	<p>P&C – remembers and talks about significant events in their own experiences TW – talks about why things happen; comments and asks questions about their familiar world Tech – makes technological toys work – knobs, pulleys, real objects</p>	<p>MM – sings songs and joins in dancing / ring games; explore changing colours BI – create movement in response to music; spontaneously act out what familiar people do</p>	<p>-Making Porridge -Hello Yellow Day -Anti-Bullying Day -Children In Need -Stranger Danger Focus -Parent conferences -Christmas fun day with parents. Making stockings and cookies -Nativity Performance -Christmas party - Winter Wonderland</p>
<p>Spring 1 'Transport/Places' 30-50 months developing CC : Neil Armstrong</p>	<p>Roaring Rockets Whatever next Flashing fire engines Amazing aeroplanes Terrific trains Cool cars</p>	<p>Begin to select and use resources independently Take on and enjoy responsibility Continue to become more outgoing Become more confident in social situations</p>	<p>Moves with increasing skill – slithering, shuffling, sliding Adjusts speed and direction when moving Moves beyond whole hand pencil grasp Begins to form recognisable letters to write name Talks about effects of activity</p>	<p>L&A – listens to others in small groups U – understands the use of objects S – begin to use more complex sentences – and, then, because</p>	<p>RWI phonics set 1 Know print is read top to bottom, left to right Joins in repeated refrains Describes characters Gives meaning to marks they make Begin to form letters correctly</p>	<p>Recite numbers in order to 10 and beyond Know numbers identify how many in a set Count objects from a group 1, 2, 3, 4 Describe everyday objects in terms of shapes</p>	<p>P&C – describes special times in their lives TW – talk about things they have observed – plants, animals, natural and found objects Tech - makes technological toys work by pressing, twisting, turning buttons to achieve different effects</p>	<p>MM – begins to move rhythmically; explore changing sounds BI – use movement to express feelings; sing to self; make up songs</p>	<p>-Rocket home learning project -Children bring packed lunches for a Picnic on the moon set up -Police Officer visit -Fire fighters visit -Fire safety + Alarm focus -People who help us dress up day/ Parents invited to talk about their professions.</p>
<p>Spring 2 'On the farm'/Growing 30-50 months developing CC: Easter/ Barleylands Farm</p>	<p>'Farmer Duck' Rosie's Walk Noisy Farm (Axel Sheffler) On the farm Oliver's fruit salad Jasper's Beanstalk</p>	<p>Continue to select and use resources more independently Become more confident playing with other children Talk about home and community Begin to ask for help</p>	<p>Moves with increasing skill – hopping, skipping Stand on 1 foot Uses 1 handed tools with increasing proficiency Write name increasingly clearly Safely uses tools Attends to toileting needs themselves Dresses with help</p>	<p>L&A – follows directions U – understands prepositions S – uses who, why, where, when, what – asks questions and gives explanations</p>	<p>RWI phonics Listens to stories with increasing recall and attention Describes settings Gives meaning to marks they make Begin to form letters correctly</p>	<p>Recite numbers in order beyond 10 Compare 2 groups of objects Begin to represent numbers Use positional language</p>	<p>P&C – shows interest in different occupations and ways of life TW – develop an understanding of growth, decay, and changes over time Tech – operates simple ICT equipment – CD player, whiteboard, ipads; online safety</p>	<p>MM – use construction materials; describe the texture of things; begins to construct to make enclosures and create spaces BI – use available resources to create props</p>	<p>-Dorset Road Garden visit -School Eco garden visits -Looking after chicks for a week -Planting activities -Growing beans, water cress, flowers -Making a fruit salad -Red Nose Day -Science open day for parents -Mum Fun Day -Barleylands Farm visit -Making chocolate egg nests</p>
<p>Summer 1 'Minibeasts' School Garden 30-50 months Developing CC: local parks /Eid</p>	<p>The Very Hungry Caterpillar Caterpillar The Very Busy Spider The Crunching Munching Caterpillar</p>	<p>Independently select and use resources for a particular purpose Become more confident in a variety of social situations</p>	<p>Walks downstairs holding an object Catch a large ball Uses 1 handed tools with increasing proficiency Write name clearly and correctly Safely uses tools</p>	<p>L&A – joins in repeated refrains U – begins to understand why questions S –use a range of tenses</p>	<p>RWI phonics Recognises rhythm in spoken words Describes characters and settings Gives meaning to marks they make Forms letters correctly</p>	<p>Recite numbers in order beyond 10 Match the numeral to the quantity Represent numbers</p>	<p>P&C – shows interest in the lives of familiar people TW – comment and ask questions about the natural world</p>	<p>MM – taps repeated rhythms; use lines to represent objects; use colour BI - use a range of media to capture experiences – music,</p>	<p>-Plashet Park visit/ Minibeast hunt -Exploring minibeasts dissecting/ investigation -Growing a Butterfly, life cycle focus and release event</p>

	All About Minibeasts! Jasper's bean The Bad-Tempered Ladybird	Talk to other children confidently while playing Begin to extend play through interaction Shows confidence in asking others for help.	Dresses with help			Count things which cannot be moved – claps, jumps, steps Use shapes appropriately for tasks	Tech - operates simple ICT equipment – CD player, whiteboard, ipad app; completes a simple programme with support; online safety	dance, paint, other materials, mixed media	-Ramadhan+ Eid focus week -Eid fun day with parents, making traditional food and activities
Summer 2 'Under the sea/ The Seaside' 30-50 months Secure CC: C Columbus / F Magellan	'Billys Bucket' Hari at the Beach Busy Beach Benedict goes to the Beach Sun sea and Sand Rainbow Fish Sharing a Shell Commotion in the Ocean 10 Little Pirates The Singing Mermaid Pirates Love Underpants	Transition to Reception Talk about own needs, wants, interests and opinions Talk about self in positive terms	Walks up and downstairs Throw and catch a large ball Uses 1 handed tools Write name clearly and correctly Safely uses tools Dresses with increasing independence	L&A – listens to stories with increasing attention and recall U – begins to understand how questions S –use talk to connect ideas, explain, describe, predict	RWI phonics Use vocabulary that is influenced by their reading Describes events in stories Gives meaning to marks they make Form letters correctly Hears, says and writes the initial sound in words	Recite numbers in order beyond 10 Match the numeral to the quantity Represent numbers Separate 3 or 4 objects in different ways, and know the total stays the same Identify and continue simple patterns	P&C – knows what makes them unique, talk about similarities and differences in relation to friends and family TW – show care for living things and the environment Tech – know that information can be retrieved from computer technology; online safety	MMI – use tools for different purposes; join construction pieces to build and balance; sing and dance BI – use a range of media to capture experiences – music, dance, paint, other materials, mixed media	Transition to reception -Visits to reception classes, School Library, Gym, Playground, Theatre, have lunch in the school dinner hall -Dad Fun Day -International week -Summer fair -Sports day -Camp fire+ marshmallow cooking -Exploring frozen fish and dissecting -Making ice lollies -Pirate week focus -Columbus / F Magellan explores focus, making ships and hats -Parent conferences -End of year party

Impact

An integral aspect of the curriculum is that children are prepared for the future – during their time in the school, they become fantastic role models and the very best version of themselves. Their individual identity is valued and our children are kind and caring while also aspiring to be the best that they can be in whatever area they choose to pursue. We believe that every child is unique – they all have the potential to achieve; and our broad, varied curriculum allows every child to excel now and in the future based upon their own personal strengths, interests and core values.

From their different starting points, all children will make good progress academically, emotionally, creatively, socially and physically. Knowledge, understanding and skills will be secured and embedded so that children attain highly and are fully prepared for later key stages.

They will have strong communication skills, both written and verbal, and will listen respectfully and with tolerance to the views of others.

They will take pride in all that they do, always striving to do their best.

They will demonstrate emotional resilience and the ability to persevere when they encounter challenge.

They will develop a sense of self-awareness and become confident in their own abilities.

They will be kind, respectful and honest, demonstrate inclusive attitudes and have a sense of their role in our wider society

Measuring and monitoring the impact of our curriculum at Shaftesbury School takes on many strands. Initially, teachers evaluate each lesson and plan the children's next steps. Assessment for Learning underpins all of the learning at Shaftesbury to ensure all children reach their full potential. We use SIMs programme to track pupil progress and to identify any specific needs.

This information is used in regular pupil progress meetings which can be used to support intervention programmes. Senior Leaders monitor the impact of the curriculum, celebrating the children's achievements in all subjects and working together to plan activities and events to support the children's learning within departments.

Curriculum Leaders monitor their subject throughout the year to reflect the current demands of the curriculum and to inform future planning. Our school improvement

plan is what drives areas for development. It is drawn up and agreed in an annual meeting with all staff and governors when the year's achievements are celebrated and next steps are planned.