



EYFS Curriculum Aims

Both schools have mixed age classes: Sharow has a mixed Nursery and Reception class, and Skelton Newby Hall includes ages from Nursery to Year 2. Children come to our schools from a wide area, stretching beyond our catchment as parents select our schools above those most local to them. Families qualifying for free schools meals is below the national average and approximately a third of children attend wraparound care. Our families are extremely supportive and keen to support their children's learning, although busy lives sometimes results in children being less independent as parents need to get things done for quickness and ease, instead of having the time to encourage them to have a go themselves. The vast majority of children are white British and therefore threaded through our curriculum is exposure and opportunity to explore wider diversity. There are only Christian places of worship in the local area and our curriculum has been intentionally developed to include other faiths

Young children learn best through first-hand experience and when they are interested and motivated to learn, they develop a love of learning. We aim to provide every child with the skills to become a happy, independent and curious lifelong learner. Our priority is that our provision provides a high level of engagement and active learning through a range of learning opportunities. Ultimately, we help children today to prepare for their tomorrow. In our Federation, we recognise that every child is unique. We understand that children develop in individual ways and at varying rates. We want our children to be independent and self-motivated learners, encouraging the children to adapt their work, think critically and take risks with their learning.

Our EYFS Curriculum

- is at the heart of our learning journey approach
- is distinctive, innovative and strategically planned with the children's interests in mind
- is reviewed in the light of national developments, new thinking and research and development
- introduces challenging, engaging and real-life problems and situations
- strives to encourage and develop a love of learning
- lets learning happen within a child centred approach
- ensures resources and apparatus are available to support learning at every stage of development
- ensures all areas of learning are regarded with the same level of importance and are interlinked in learning
- provides the foundation blocks to enable children to access their next stage in learning
- includes fundamental British values to teach children a sense of self and belonging; enabling them to learn and stay true to the values that make people good human beings
- ensures that children learn to live together peacefully, with each of them playing a valuable role in the multicultural world in which they live
- is linked to whole school progression documents

	Communication and Language	Personal Social and Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Nursery	<p>Be an active listener in everyday play and focused sessions showing the ability to follow instructions, concentrate, think through and extend ideas and real and imaginary thoughts with others.</p>	<p>Look after my mind and body and safely take risks through discussions with adults.</p> <p>Greet and interact with friends, sharing thoughts and resources patiently: valuing self and others and be willing to persist and not be daunted by failure.</p>	<p>Develop body strength when climbing up, across and down various parts of the climbing frames, whizzing around the track and digging and building various items to construct.</p> <p>Enjoy mark making readily and confidently with a good grip.</p>	<p>Enjoy books for pleasure, turning pages individually, describing characters, scenes and outcomes in illustrations and recognizing some symbols and letters, personal interest in their environment including digital material.</p>	<p>Embed mathematical knowledge and language naturally in everyday play. Subitising, counting and representing marks to at least 5 and matching, measuring and comparing all sorts.</p>	<p>Talk about my immediate family and experiences that I have had chatting in everyday play and focused sessions, showing the ability to concentrate, think through and extend ideas and real and imaginary thoughts with others.</p>	<p>Build a model of purposefully positioned pieces and spaces between.</p> <p>Discover and name a few instruments, attempt to play them loudly, softly, fast and slowly whilst developing an ear for rhythm.</p> <p>Sing a repertoire of nursery rhymes.</p>
Reception	<p>Play a game with others and show empathy, determination to complete a goal, resilience in the face of challenges and show curiosity about the world</p> <p>Ask relevant questions and make comments, chat back and forth with friends and adults and express ideas and feelings with confidence.</p>	<p>Look after my mind and body and safely take risks by making informed choices based on previous experience. and be proud of who I am.</p> <p>Have the confidence to persevere even when something is difficult.</p> <p>Show determination and resilience when learning something new.</p>	<p>Master an obstacle course using strength, balance and co-ordination to run, jump, hop, skip, climb and dance confidently and safely.</p> <p>Hold a pencil effectively in a position that is comfortable for me and hold and use cutlery with confidence.</p>	<p>Confidently tell a story from my imagination or one that is well known to me with props to a small audience.</p> <p>Read books containing words I can decode (which are made up of single sounds (s, t) and digraphs (sh, ch)) and discuss what I have read using clues from the page.</p> <p>Write a simple story for someone else to read.</p>	<p>Have a deep understanding of numbers to 10 and recognise the pattern of the counting system, compare quantities in different contexts and recall number bonds to 5.</p>	<p>Show curiosity about the world in which I live and talk about my local area. Share own knowledge and ask questions of others to find out more.</p> <p>Know my place in my family and understand that events happened before I was born.</p> <p>Appreciate some similarities and differences between, lives, cultures and religions, both where I live and around the world.</p>	<p>Make a junk model for a purpose using various resources and joining techniques from previous experiences.</p> <p>Compose and perform a piece of music/singing/dancing to an audience.</p> <p>Create purposeful pictures which tell a story or describe a scene using a variety of materials, growing skills and techniques taking inspiration from artists, experiences and my own ideas.</p>

