

Salehurst EYFS Curriculum



Our curriculum is designed to ensure that pupils have key knowledge and skills that will underpin their future learning and encourage them to question, develop particular interests, and explore possibilities. Our curriculum is led by quality texts supported by high-quality provision. This provision is influenced by:

- Our recognition of the crucial importance of developing pupils' communication skills as this underpins attainment in all areas
- Our belief that pupils deserve a broad, stimulating curriculum
- Our knowledge that children need opportunities to revisit learning in order for it to become embedded
- The demographic and geography of the school and its surroundings
- Pupils' interests
- Practitioners' identification of 'next steps' for cohorts, groups and individuals

The key knowledge and skills that we aim for pupils to attain are listed below.

Communication and Language

- To look at someone when they are speaking or being spoken to
- To follow behaviour expectations during whole class sessions
- To be able to maintain attention in a large group
- To take turns when speaking
- To actively listen to peers and adults when speaking one-to-one and in group discussions
- To ask relevant questions
- To be interested in words, asking for the meaning of words they don't know
- To develop specific vocabulary pertaining to curriculum areas

- To be able to use some compound and complex sentences when speaking across the curriculum
- To be able to provide detailed explanations and justifications
- To increasingly use past, present and future tenses correctly
- To understand and use humour

Personal, Social and Emotional Development

- To be able to identify their emotions and know and use ways to manage them
- To see mistakes as part of learning
- To have an idea of their strengths and interests
- To exhibit good manners
- To give and accept apologies
- To develop empathy towards all living creatures
- To recognise when people are busy and wait for their attention
- To be able to take turns e.g. when playing games and using classroom resources
- To be emotionally and physically resilient
- To develop strong friendship groups
- To use the toilet independently
- To begin to be able to manage their own clothing
- To be knowledgeable about ways to keep healthy e.g. the importance of diet, oral hygiene, exercise and sleep

Physical development

- To be physically adventurous
- To be able to manage risk
- To have mastery of at least five ways of travelling
- To begin to control PE equipment using hands and/or feet
- To hold a pencil using a tripod grip
- To be able to use at least five of the following tools effectively and independently (scissors, paintbrushes, glue sticks, sellotape dispensers, cutlery, hammers, rolling pins, needles, rulers, hole punches, staplers, screwdrivers)
- To begin to be able to control a computer mouse
- To take pride in the appearance of their work, particularly when writing, tracing, colouring or drawing on paper

Literacy

- To develop an understanding and appreciation of a range of genres
- To know and use language specific to texts e.g. setting, character etc
- To make and justify predictions
- To be able to retell stories
- To absorb and utilise vocabulary learnt from texts
- To develop an understanding of rhyme
- To recognise at least 20 tricky words
- To recognise at least ten heterogeneous digraphs
- To be able to read words with adjacent consonants
- To begin to fluently link some words when reading
- To have the confidence and skills to undertake some writing without adult support
- To know how to spell at least ten tricky words

Mathematics

- To have a positive attitude towards Maths
- To not be afraid of making mistakes
- To be able to explain their mathematical reasoning
- To have a technical Maths vocabulary
- To be able to recite the numbers in order to 40
- To recognise numbers to 20
- To subitise up to 5 objects and the grouping of 6 on a die
- To automatically recall at least six doubles facts
- To have an automatic recall of at least 25 addition and subtraction facts for numbers up to 10
- To understand place value in teen numbers
- To know odd and even numbers within 10
- To compare groups of objects using mathematical language
- To be able to share a number of objects into two or three groups
- To be interested in, and knowledgeable about, shapes
- To have a good understanding of pattern
- To understand and use language pertaining to position, capacity and mass

Understanding the World

- To know a range of jobs that they can aspire to
- To develop an understanding of chronology
- To be able to justify their opinions about whether objects are from the past or the present
- To have some recall of historical facts and figures
- To be kind and accepting of the differences that exist between people, lifestyles, appearances and beliefs
- To be able to use a variety of resources to find out about people and places
- To show care for the environment
- To recognise and name animals and plants in the local environment
- To understand about seasonal changes
- To be able to talk about habitats
- To develop a scientific vocabulary

Expressive Arts and Design

- To possess a range of creative skills, including being able to colour mix, make sculptures and draw recognisable pictures
- To be able to talk about artists and their techniques
- To possess the creative language skills that will enable them to portray different roles and scenarios
- To know a range of musical terms and be able to talk about music using these
- To be able to respond to music e.g. moving in time to a beat, and create their own musical responses to a stimulus
- To be able to recall a range of songs and rhymes