



JACOBSTOW
COMMUNITY ACADEMY

EYFS Curriculum Overview

Early Years Foundation Stage

Long-term curriculum overview

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

Our Early Years Foundation Stage seeks to provide:

- **quality and consistency** so that every child makes good progress and no child gets left behind
- **a secure foundation** through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly
- **partnership working** between practitioners and with parents and/or carers
- **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported

The four guiding EYFS principles shape practice in our early year's settings*:

1. Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.

2. Children learn to be strong and independent through **positive relationships**.

3. Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.

4. **Learning and Development**. We understand children develop and learn in different ways and at different rates. The EYFS framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

It is our intention that our curriculum provides the basis for learning and development but that, following best practice, class teachers adapt to and reflect the individual and collective interests, passions and needs of the children in their class.

Teaching in EYFS:

Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults. Practitioners must stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning. As children grow older and move into the Reception year, there will be a greater focus on teaching the essential skills and knowledge in the specific areas of learning. This will help children to prepare for year 1.

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The foundation for our curriculum and the learning experience will be rooted in the 'Prime Areas' of the EYFS Framework: Communication and Language; Personal, Social and Emotional Development and Physical Development. The four specific areas, Literacy, Maths, Understanding the World, and Expressive Arts and Design, will build on these firm foundations and ensure that children are ready for the depth and breadth of our Key Stage 1 curriculum. Each of these areas follow an educational programme which involves a breadth of activities and experiences for children, as set out under each of the areas of learning in the Statutory framework for EYFS 2021.***

*See Statutory framework for the early years foundation stage 2021, p6

**See Statutory framework for the early years foundation stage 2021 Section 1.14, p16

***See Statutory framework for the early years foundation stage 2021 Section 1.6, p8-10

Autum 1	All about me
Learning Focus	We will spend time learning about ourselves, our classmates, and the people around us. Through discussion and activities, we'll explore what makes each of us unique—our likes, dislikes, and the ways we are both similar to and different from others. We will learn how to show kindness, love, and respect to ourselves and those in our community, and what it means to be part of Jacobstow School. Using stories and videos, we'll discover how people live in different parts of the world and celebrate the diversity of cultures and traditions. As the seasons change, we will also explore the signs of Autumn, noticing how the world around us transforms. We'll enjoy listening to seasonal stories, poems, and rhymes while learning and using new vocabulary to describe our experiences.
+Nursery Progression	<p><u>Children will be taught to:</u></p> <ul style="list-style-type: none"> ● Use a wide range of vocabulary to describe themselves, others, their communities and their bodies. Examples include: “different”, “same”, “similar”, “kindness”, “compassion” and the basic names for body parts. ● Express their own point of view and listen to those of others. ● Develop a sense of community through understanding the meaning of some of our Jacobstow school values and how these can be shown. ● Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. ● Understand gradually how others might be feeling. ● Begin to make sense of their own life story and that of their family. ● Continue to develop positive attitudes about the differences between people. ● Know there are different countries in the world and talk about some of the differences they have seen or experienced. ● Explore colour and colour-mixing.
Reception Progression	<p><u>Children will be taught to:</u></p> <ul style="list-style-type: none"> ● Use new vocabulary confidently throughout the day. Examples include: “diverse”, “culture”, “respect” “compassion” and more specific and scientific names for body parts. ● Connect ideas and extend their thinking, using what they know to reason and develop their own point of view.

	<ul style="list-style-type: none"> ● Continue to develop a sense of community and build understanding of our school values and how these can be shown. ● Talk about members of their immediate family and community. ● Think about the perspectives of others. ● Express their feelings and consider the feelings of others. ● Recognise that 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. ● Explore, use and refine a variety of artistic effects to express their ideas and feelings.
Autumn 2	Celebrations
Learning Focus	<p>We will explore and learn about a variety of celebrations such as Diwali, Christmas, and others through rich, hands-on experiences that help us understand different cultures and traditions. We will take part in storytelling, role play, arts and crafts, singing, and tasting traditional foods, all of which support our communication, social, and fine motor skills. These celebrations will give us the chance to share our own experiences, ask questions, and learn to appreciate and respect the beliefs and customs of others in our community and around the world.</p>
Nursery Progression	<p><u>Children will be taught to:</u></p> <ul style="list-style-type: none"> ● Sing a large repertoire of songs. ● Remember and sing entire songs. ● Know many rhymes, be able to talk about familiar books, and be able to tell a long story, using stories they have learnt. ● Engage in extended conversations about stories, learning new vocabulary.
Reception Progression	<p><u>Children will be taught to:</u></p> <ul style="list-style-type: none"> ● Listen to and talk about stories to build familiarity and understanding. ● Retell stories, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. ● Learn new rhymes, poems and songs. ● Compare and contrast characters from stories, including figures from the past. ● Sing in a group or on their own, increasingly matching the pitch and following the melody.

Spring 1	Weather and Seasons
Learning Focus	<p>When learning about the weather and seasons, we will explore the changes that happen during winter and spring. We will notice things like cold weather, frost, budding plants, and longer days. Through activities such as weather charts, seasonal walks, and talking about the clothes we wear and the things we do in each season, we'll begin to understand how our environment changes throughout the year. We will also learn the days of the week and months of the year using songs, stories, and calendar time to help us build a sense of routine and the passing of time. As we celebrate Chinese New Year, we will discover how people around the world mark seasonal changes, enjoying themed crafts, storytelling, and role play. These experiences will help us grow our curiosity, communication skills, and understanding of the world around us.</p>
Nursery Progression	<p><u>Children will be taught to:</u></p> <ul style="list-style-type: none"> ● Use a wide range of vocabulary to talk about and describe the natural world, learning scientific vocabulary to talk about the parts of a flower, insects and processes of growth, change and decay. ● Ask and understand 'how' and 'why' questions, using their observations as well as learning from stories, non-fiction books and poems to answer questions. ● Sing a large repertoire of songs.
Reception Progression	<p><u>Children will be taught to:</u></p> <ul style="list-style-type: none"> ● Explore the natural world around them. ● Describe what they see, hear and feel whilst outside. ● Ask questions to find out more and to check they understand what has been said to them. ● Use observations of the natural world as well as learning from non-fiction books, stories, poems and videos to help them explain what they see and notice, connecting ideas using a range of connectives and articulating their thoughts clearly in sentences. ● Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. ● Understand the effect of changing seasons on the natural world around them. ● Describe what they see, hear and feel whilst outside. ● Explore, use and refine a variety of artistic effects to express their ideas and feelings, representing what they see using a range of media and materials and refining and developing their creations with the help of others

Spring 2	Growing and Changing
Learning Focus	<p>The children will explore the theme of growing and changing through a range of hands-on, meaningful experiences that support their understanding of life cycles, health, and the world around them. They will learn about the life cycles of animals and plants by observing how seeds grow into flowers or vegetables and by exploring the changes in animals such as caterpillars turning into butterflies or chicks hatching from eggs. Through planting, watering, and caring for vegetables and flowers, children develop responsibility, observation skills, and an appreciation for nature. Celebrations such as Pancake Day offer opportunities to learn about changes in ingredients through cooking, while Internet Safety Day helps children begin to understand how to stay safe when using technology in age-appropriate ways. Easter provides a chance to explore symbols of new life and springtime, as well as take part in creative and sensory activities such as egg decorating, storytelling, and seasonal crafts. Together, these experiences encourage curiosity, communication, and a growing understanding of change, growth, and safety in the world around them.</p>
Nursery Progression	<p><u>Children will be taught to:</u></p> <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. ● Begin to understand the need to respect and care for the natural environment and all living things. ● Enjoy listening to longer stories and remember much of what happens, using props and pictures to support them to retell stories.
Reception Progression	<p><u>Children will be taught to:</u></p> <ul style="list-style-type: none"> ● Use new vocabulary in a range of situations and contexts, using the scientific and technical language to talk about and describe the parts of a flower, insects and processes of growth, change and decay. ● Ask questions to find out more and to check they understand what has been said to them. ● Use observations of the natural world as well as learning from non-fiction books, stories, poems and videos to help them explain what they see and notice, connecting ideas using a range of connectives and articulating their thoughts clearly in sentences. ● Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine ● Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. ● Articulate their ideas and thoughts in well-formed sentences, expressing their opinions about stories and characters and listening to the ideas of others

Summer 1	Jobs/People who help us
Learning Focus	We will be learning about the people who help us every day, from those in our homes and school to people in our local community and beyond. We will meet visitors from a range of jobs, such as the police, RNLI, and health professionals, and ask questions to find out more about how they help others. Through books, videos, and role play, we will explore the different roles people have and the important work they do. We'll also think about how these jobs have changed over time and imagine what they might look like in the future. As we learn, we'll talk about how we can stay safe and healthy, and how we can make a positive difference to those around us, helping to build our sense of community, care, and responsibility.
Nursery Progression	<p><u>Children will be taught to:</u></p> <ul style="list-style-type: none"> ● Show interest in different occupations. ● Use a wide range of vocabulary to talk about and describe different occupations, what they do and how they help their communities. ● Understand and use 'why' and 'how' questions to find out more about things which interest them. ● Start and maintain conversations with adults and children, using conversation as a way to find out more and explain their own thinking. ● Continue to develop a sense of community by exploring the ways we can all help and support others, further building an understanding of our school values and how these can be shown ● Make healthy choices about food, drink, activity and toothbrushing. ● Draw with increasing complexity and detail, representing what they see using a range of different media and materials.
Reception Progression	<p><u>Children will be taught to:</u></p> <ul style="list-style-type: none"> ● Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary, building a rich understanding of different occupations and their roles in society.

	<ul style="list-style-type: none"> ● Use new vocabulary in different contexts, talking and writing about what they have learnt and sharing knowledge with others. ● Comment on images of familiar situations in the past, using what they have learnt to talk about the way the world has changed as well as how roles have changed and developed over time. Explore through talk, stories and poems how roles might change in the future and learn about different opportunities in our community, country and globally. ● Ask questions to find out more and to check they understand what has been said to them. ● Continue to develop a sense of community by exploring the ways we can all help and support others, further building an understanding of our school values and how these can be shown ● Know and talk about the different factors that support their overall health and wellbeing such as: - Pedestrian safety - healthy eating - toothbrushing
Summer 2	Our World
Learning focus	<p>We will be learning all about our world and how we can care for it. We'll explore different animals and their habitats, looking at how they live, what they eat, and how they are suited to their environments. We will talk about similarities and differences between animals, people, and places, helping us to understand and respect the diversity of life on Earth. Through stories, videos, and hands-on activities, we will learn about the importance of recycling, looking after our environment, and how our actions can help protect the planet. We will also find out about the impact of pollution on our oceans and what we can do to help keep them clean and safe for sea life. These experiences will help us to become curious, caring, and responsible learners who want to make a positive difference in the world.</p>
Nursery Progression	<p><u>Children will be taught to:</u></p> <ul style="list-style-type: none"> ● Engage in extended conversations about stories, learning new vocabulary. ● Learn and use new vocabulary to retell and tell stories of their own imagining to develop an understanding of the structure of stories and explore character. ● Talk about what they see and know, using a wide vocabulary. ● Enjoy listening to longer stories and remember much of what happens, using props and pictures to support them to retell stories.

	<ul style="list-style-type: none"> ● Sing songs and know many rhymes. ● Create their own songs or improvise a song around one they know. ● Use all their senses in hands-on exploration of natural materials, using observations and discussion to explore the natural world and talking about what they see, using a wide vocabulary.
<p>Reception Progression</p>	<p><u>Children will be taught to:</u></p> <ul style="list-style-type: none"> ● Recognise some environments that are different to the one in which they live. ● Draw information from a simple map. ● Talk about the past, commenting on images and objects (such as fossils) and developing an understanding that dinosaurs lived in the past and became extinct. ● Engage with non-fiction books, recognising the key features of a non-fiction book and using these to support their understanding and develop knowledge. ● Write short sentences to communicate their ideas and knowledge, using words with known sound-letter correspondences using a capital letter and full stop. ● Learn new rhymes, poems and songs and take part in performing these. ● Explore the natural world around them, describing what they see, hear and feel whilst outside and using scientific and technical vocabulary to talk about their observations, e.g ‘evaporating’, ‘condensation’ and ‘temperature’.

In the Early Years Foundation Stage (EYFS), the Characteristics of Effective Learning describe how young children engage with their environment and learn. These characteristics include:

1. **Playing and Exploring** – Children investigate and experience things, and “have a go.”
2. **Active Learning** – Children concentrate and keep on trying if they encounter difficulties, showing persistence and motivation.
3. **Creating and Thinking Critically** – Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

These characteristics support children’s development across all areas of learning by promoting curiosity, resilience, and independent thinking.

Active Learning

- Participate in routines, such as going to their cot or mat when they want to sleep. Begin to predict sequences because they know routines.
- Show goal-directed behaviour.
- Begin to correct their mistakes themselves.
- Keep on trying when things are difficult.

Playing and Exploring

- Realise that their actions have an effect on the world, so they want to keep repeating them.
- Plan and think ahead about how they will explore or play with objects.
- Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing.
- Make independent choices.
- Bring their own interests and fascinations into early years settings. This helps them to develop their learning.
- Respond to new experiences that you bring to their attention.

Creating and Thinking Critically

- Take part in simple pretend play.
- Sort materials.
- Review their progress as they try to achieve a goal and check how well they are doing.
- Solve real problems.
- Use pretend play to think beyond the ‘here and now’ and to understand another perspective.
- Know more, so feel confident about coming up with their own ideas. Make more links between those ideas.
- Concentrate on achieving something that’s important to them. They are increasingly able to control their attention and ignore distractions.

Throughout the year, children develop their knowledge and skills across the seven areas through a blend of adult-led, adult-initiated, and child-initiated activities, supported by high-quality continuous provision that meets their learning needs and next steps.

Prime areas

<p>Communication and Language</p>	<p>To develop children’s spoken language and listening comprehension, children are taught to:</p> <ul style="list-style-type: none"> • Follow simple spoken instructions. • Speak clearly, taking turns and listening to what others say. • Participate in talk on a range of topics, both through play and in a class discussion. • Listen attentively to a range of stories, non- fiction, rhymes and poems. • Become familiar with traditional and modern stories, recognising and joining in with predictable phrases, reciting some traditional and modern rhymes and poems by heart. • Talk about stories they had heard and say which ones they liked. Take part in role play in familiar and everyday contexts.
<p>Personal, Social, Emotional Development</p>	<p>To develop children’s ability to self-regulate, control their attention span, build relationships and develop independence, children are taught to:</p> <ul style="list-style-type: none"> • Name and talk about their feelings and emotions. • Explain right and wrong and the reasons for rules. • Ask for and wait for something they want, showing understanding, patience and sensitivity to others’ needs. • Listen attentively to others in a range of situations. • Set their own goals, work towards these, and celebrate their successes. • Take turns and play cooperatively, using a range of strategies to deal with disagreements. • Be independent and take care of themselves and their belongings.
<p>Physical Development</p>	<p>To develop children’s gross and fine-motor control skills, children are taught to:</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely. Demonstrate balance and coordination. • Move energetically in a range of ways, such as running, jumping, climbing, hopping, skipping and climbing • Hold a pencil effectively for writing using the correct tripod grip. • Use a range of small tools such as cutlery, scissors and paint brushes. • Draw with some accuracy and care. • Understand and follow healthy and active habits.

Specific Areas

<p>Literacy</p>	<p>To develop children’s literacy skills in Reading and Writing we ensure:</p> <ul style="list-style-type: none"> • Reading is at the heart of the curriculum - listening to stories, poems and rhymes to support children’s imagination, enhance their vocabulary and develop their comprehension. • Systematic synthetic phonics plays a critical role in teaching children the alphabetic code to support early reading and writing skills. Children are taught from the RWI programme from the beginning of Reception and, when appropriate, within our Nursery setting. • Whilst in Nursery our children spend time daily building the foundations for early reading through phonological awareness: spotting and suggesting rhymes, counting and clapping syllables and aurally recognising words which begin with the same sound. • They are taught to recognise and to write their name, forming letters correctly. • Once in Reception, children are encouraged to use their learning in phonics to help them write short sentences with words with known sound-letter correspondences using a capital letter and full stop. • Children are given the opportunity to apply their phonic skills in a range of age appropriate ways, both reading and writing, throughout the environment, both independently and with adult support.
<p>Maths</p>	<p>To develop understanding of mathematical concepts we prioritise:</p> <ul style="list-style-type: none"> • The direct teaching of maths concepts with sufficient time to practise and rehearse important processes and skills. • A whole-school approach to mathematics. • The use of practical activities and equipment, giving young children materials to manipulate to aid their understanding and lay the foundations for visual images that represent numbers. • Counting, numeral recognition and the additive composition of number as the prerequisites for later, more complex mathematical concepts. • Traditional games, at school and at home, that enabled children to apply their counting and hone their early calculation skills.
<p>Understanding the World</p>	<p>To develop children’s understanding of the physical world and their community, we teach children:</p> <ul style="list-style-type: none"> • To talk about the lives of themselves, others and people in society, showing some understanding of their roles and the similarities and differences between the past and now. • To know and describe similarities and differences between themselves and others, and between different religious and cultural communities. • To explain some similarities and differences between life in this country and others. • To make observations and notice features of the natural world. Understand changes in the seasons and talk about natural processes such as changing states of matter
<p>Expressive Art and Design</p>	<p>To ensure children have an artistic and cultural awareness which supports their imagination and creativity, children have the opportunity to:</p> <ul style="list-style-type: none"> • Create and explore with a wide range of materials and share their outcomes. • Use their imaginations to invent, adapt and recreate narratives with others. • Listen to and sing songs, rhymes, stories and poems and perform these, moving in time to music when appropriate.

Reading

Our EYFS children are taught to read through RWI from the beginning of Reception until they complete the programme. This focuses on early reading and writing skills. Our purpose in EYFS is also to build the foundations of learning which will prepare the children for our Key Stage 1 curriculum. As communicators, our children will experience a wider curriculum which is underpinned by oracy and language. Our children will build confidence as oral communicators who will become fluent readers and writers and are prepared for the next step in their education. Our EYFS curriculum will be language-rich, foster a love of our literary heritage, encourage children to take pleasure in books and acquire knowledge across the broader curriculum. Children will be read to throughout the day, every day, from a range of high-quality texts and will have independent access to a broad range of books. Through Drawing Club children will hear a range of texts which will be celebrated with the children and will become familiar, the language of which the children will be able to use confidently and appropriately in a range of contexts.

Linked books across the year.

Autumn 1	Spring 1	Summer 1
Colour Monster, The Colour Monster goes to school Remixed, The Smeds and the Smoos, My shadow is Pink, My shadow is Purple The Family Book Last Stop on Market Street My name is not refugee. Elenor wont share	Sweep, Leaf Man, Meet the Weather, The storm Whale, Pumpkin Soup Flood Singing in the rain The Leaf Thief Blown Away	The Hospital Dog, A superhero like you, A Super power like mine, Astro girl, The artist, Dig dig digging, Real Superheroes, What Job will you do? Zog and the Flying Doctors Elves and the Shoe Maker The Jolly Postman
Autumn 2	Spring 2	Summer 2
Celebrations around the World, Diwali, Julian's Wedding. The Gingerbread man The Scarecrows wedding The Nativity, Jesus' Christmas Party, The Nativity Play, The Jolly Christmas Postman	The Oak Tree, Hungry Caterpillar, T he Bug Collector, Jaspers Beanstalk, Jack and the Beanstalk, The Extraordinary Gardener, T The Tiny Seed, Superworm, The big book of Bugs The Enormous Turnip That's my flower! Chicken Licken	Commotion in the Ocean, Sharing a shell, Somebody Swallowed Stanley, Duffy's Lucky Escape The snail and the Whale Gigantic Lost and Found Goldilocks and the 3 bears Tiddler The Mega Magic Teacher Swap

