



Jerounds Primary Academy and Nursery EYFS Curriculum Intent

These are the prime areas: • Personal, social and emotional development PSED • Communication and language C&L • Physical development PD	These are further strengthened through the specific areas of learning: • Literacy • Mathematics • Understanding of the World UW • Expressive Arts and Design EAD
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Personal, Social and Emotional Development

Curriculum Goal	To develop a curiosity to find out more and maintain concentration (Effective Learning)
Knowledge / skills we want our children to leave Early Years with	• Ask questions to clarify their understanding • Deep engagement with play-based learning • Sustained high level of concentration in all areas of the EYFS curriculum • Communicate their interests and follow their own interests • Ability to plan, make decisions, problem solve and change strategy independently in their play
Experiences - How we will achieve this	• Provide experiences, resources and learning environments that inspire awe and wonder • Adults modelling learning, research and ask questions • Share celebrations (cultural, religious and personal) • Resources that are open ended and representative of the world children live in • Provide rich experiences, visits, books, technology and adult knowledge that foster a desire to gain and deepen knowledge and understanding
Reasoning Why this has been decided	• Ensures children communicate age appropriately • Develop the skills to help them become independent thinkers, resilient problem solvers and strong communicators

Curriculum Goal	To develop self-help skills that promote independence (Personal, Social & Emotional Development)
Knowledge / skills we want our children to leave Early Years with	• Get manage their clothing effectively i.e. put on their coats and turn a jumper the correct way round • Understand the need to keep our bodies and minds healthy • Manage personal hygiene • Select, use and tidy away a range of resources • Demonstrate care for their environment
Experiences - How we will achieve this	• Teach children and consistently model how to use resources appropriately • Provide tidy, well organised and enticing learning environments • Explicit teaching of the necessary skills to change clothes and manage personal hygiene, maximising 'care' opportunities as teachable moments with commentary, narration and conversation • Provide a calm, safe, positive environment with accessible resources to meet a range of needs • Have high expectations of the care of resources including returning to original place
Reasoning	• Whole school focus on Metacognitive thinking • Improve children's Independence, resilience, confidence, motivation and concentration • To maintain a purposeful and positive learning environment • Provide the children the skills they can use in their home and community as well-rounded individuals.

Curriculum Goal	To be able to identify and manage their own feelings, thoughts and learning (Regulation & Metacognition)
Knowledge / skills we want our children to leave Early Years with	- Name some emotions and identify the behaviours associated with them - Applying strategies to self-regulate - Establish and maintain positive relationships with peers and adults - Simple goals set and children to display impulse control that is age appropriate - Identify thoughts and develop a "How can I..." culture - Develop self-regulation skills through adult led teaching, co-regulation practise and modelling - Plan and prepare for tasks so that they can be completed independently - Reflecting on thoughts to understand challenges such as frustration and disappointment teaching children how to manage them effectively
Experiences - How we will achieve this	- Modelling by the adult to identify their own feelings and emotions - Explicit teaching and exploration of feelings through Zones of regulation to identify emotions. support learning of self-regulation through co-regulation where required - Common practice to discuss feelings and emotions across the day - Adults highlight and narrate positive behaviour to support children's understanding - Adults will model help and provide reassurance when children are upset, distressed or confused - Sharing strategies with home - Promote a culture of problem solving through embracing mistakes and learning from them, and have opportunities to take risks - Adults will have awareness of TPP (Trauma Perceptive Practice) - Teach children about their brains and how they work to help us think and learn - Model reflection of recent feelings, thoughts and behaviours and how we learn from them
Reasoning	- Whole school approach (zones of regulation) - Promotion of positive and pro-social behaviour for learning - Pupils recognise, acknowledge, and work through a variety of emotions, feelings and thoughts - Having the confidence to try, resilience to fail and the ability to learn from mistakes

Curriculum Goal	To recognise myself as a unique learner
Knowledge / skills we want our children to leave Early Years with	- Understand that each of us have different abilities - Develop the confidence to have a go - Demonstrate resilience in all areas of learning - Recognise their own self-worth - Partake in positive comparisons of themselves and others - To demonstrate they are proud of themselves - Reflect on their own learning
Experiences - How we will achieve this	- Opportunities to discuss their thinking - Exposure to a number of different experiences to share their ideas - Learning opportunities with an element of risk - Open tasks to develop problem solving skills - Allowed to make mistakes and to learn from them
Reasoning	- Whole school focus on Metacognitive thinking - Recognised little resilience within the children

Communication and Language

Curriculum Goal	To be able to communicate effectively (Communication & Language)
Knowledge / skills we want our children to leave Early Years with	- Engage in conversations with adults and peers - Follow age-appropriate instructions - New vocabulary is used from stories and topics taught throughout the day. - To use new vocabulary within a range of situations. - Recap and recite familiar stories - Express themselves effectively, showing awareness of other learners needs - Understand who, why, when, where and how questions - Use talk to help work out problems and organise thinking and activities - To articulate their ideas and thoughts - Listen to, talk about and ask questions about stories to build familiarity and understanding - Describe events in detail - Explain how things work and why they might happen
Experiences - How we will achieve this	- High quality adult interactions - Teaching that promotes and models effective communication - Creating a language rich learning environment where talk is prioritised - Visitor and trip experiences with opportunities for listening and questions - Valued pupil voice sharing experiences with adults and older pupils in the school - Wellcomm. - Helicopter stories - Chatterbag - Engagement with stories - Talk partners - Adults modelling conversation/communication skills
Reasoning	- Whole school focus on developing a language rich curriculum - Produce confident global citizens ready to face the world - To access the KS1 curriculum for literacy, science and maths - Communication and language needs identified at baseline

Curriculum Goal	To be a good listener in a range of situations (Communication & Language)
Knowledge / skills we want our children to leave Early Years with	- Maintain attention for increasing amounts of time - Understand a question or instruction with two parts - Listen in small groups and building to larger groups - Listen to adults and peers - Listen and re-cap/re-tell stories - Listen to music and provide an opinion
Experiences - How we will achieve this	- Regular story times - Regular group sessions (small & whole class) - Visitors to provide information about a range of topics - Opportunities to learn outside of the classroom, trips
Reasoning	- To be able to access the KS1 curriculum in literacy - To have an awareness of expectations and boundaries

Physical Development

Curriculum Goal	To confidently navigate and travel around different environments (Gross Motor Skills)
Knowledge / skills we want our children to leave Early Years with	- Shows strength, balance and co-ordination when playing - Moves confidently and safely in a variety of different ways - Uses a range of equipment, including large loose parts - Walks along a balance beam - Jumps and lands safely on different surfaces
Experiences - How we will achieve this	- Opportunities for children to climb and negotiate different spaces - Access to a variety of different resources for climbing - Outdoor learning opportunities
Reasoning	- Area of interest within the cohort - Contributes to motor development for writing - Imaginative opportunities

Curriculum Goal	To use a range of materials and tools effectively (Gross and Fine Motor Skills)
Knowledge / skills we want our children to leave Early Years with	- Use correct grip - Strengthening fingers and building dexterity (dominant hand) - Manipulate with both hands - Building appropriate pressure - Use a range of tools to be able to mark make, cut, join, mix and structure - Show awareness of safety measures
Experiences - How we will achieve this	- Opportunities to explore different materials and tools, and their functions - Access to activities to develop motor control throughout the environment - Directly taught safety precautions - Life skills used during snack time and other food preparation - Access to wider opportunities, including art and music
Reasoning	- Support fine motor control - Physical skills specifically cutting skills underdeveloped with baseline

Literacy

Curriculum Goal	To nurture a love for reading and literature (Reading)
Knowledge / skills we want our children to leave Early Years with	- Begin to recognise themselves as a reader and their developing reading identity - Familiarity with and ability to retell at least 10 well known stories - Engage regularly with books and storytelling - Sequence a familiar story - Demonstrate comprehension by talking about what is understood
Experiences - How we will achieve this	- Engaging and enthusiastic adults who read to children regularly - Core texts are carefully selected, sequenced and taught effectively with opportunities to practise and rehearse - Early phonics is effectively taught to enable children to read accurately using RWI - High quality books available throughout the phase to read at school and at home - Engaging resources available to support storytelling - Daily story times and book voting opportunities to support their developing reading diets
Reasoning	- Blending skill needs identified at baseline - Develop children's imagination and love of literature - Prepare them for reading, not only in the next key stage, but throughout their lives - Whole school focus on Reading for Pleasure - Reading for Pleasure directly linked to academic success

Curriculum Goal	To develop enthusiasm and stamina to write for a purpose (Writing)
Knowledge / skills we want our children to leave Early Years with	• Give meaning to marks made • Use final and initial sounds with increasing accuracy. • Blend and segment words • Understands that writing is a process from left to right • Produce recognisable letters, most of which are accurately formed • Use the 'say, pinch, write' method from RWInc • Begins to use finger spaces to divide words • Writes simple sentences that can be read by myself and others • Incorporate new, specific and exciting taught vocabulary into mark making and writing
Experiences - How we will achieve this	• Daily phonics sessions (starting in Nursery and continuing into Reception) • Direct teaching of sequenced steps to writing with engaging opportunities available in child-initiated learning • Exposure to vocabulary rich texts • Learning environment that provides children with opportunities for purposeful writing • Familiar sentence stems, hooks and writing prompts to create word and sentence construction
Reasoning	• To be able to access the year 1 curriculum in literacy. • Understand why we need to write.

Curriculum Goal	To re-tell a favourite story/event. (Oracy and Storytelling)
Knowledge / skills we want our children to leave Early Years with	• High quality texts shared regularly • Understand the key concepts about print: - print has meaning - print can have different purposes • English text is read from left to right and from top to bottom • Talk about a story and are able to identify -main characters -settings -main events • Sequence the main events of the story in the correct order • Use some story language
Experiences - How we will achieve this	• Trip to the library / use of our well stocked Reading Zone • Story time every day with familiar stories and new titles • Sequencing of stories and tasks • Opportunities to tell stories – news, show & tell
Reasoning	• To develop a love of reading and storytelling • To access the year 1 curriculum in literacy

Maths

Curriculum Goal	To demonstrate a deep understanding of number
Knowledge / skills we want our children to leave Early Years with	• Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total • Experiment with their own symbols and marks as well as numerals. Compare quantities using language: 'more than', 'fewer than'. • Confidently subitise up to 5 • Link the number symbol (numeral) with its cardinal number value up to 10 • Explore the composition of numbers to 10. • Automatically recall number bonds to 5 • Recall some number bonds to 10
Experiences - How we will achieve this	• Open ended resources • Clear labelling throughout the environment • Number exploration opportunities in the environment • Adult support around language during child initiated
Reasoning	• Firm foundation in the knowledge of number • To be able to access the year 1 curriculum in maths

Understanding of the World

Curriculum Goal	To have an understanding of changes and differences
Knowledge / skills we want our children to leave Early Years with	• Recognise things that are the same/different • Observe and talk about changes • Embrace diversity and differences in the world • Use of appropriate texts/resources • Exploring nature through our senses • Use language linked to what we are learning, e.g. local environment, wider world
Experiences - How we will achieve this	• Opportunities to recycle/save water/save energy • Local walks • Learn about famous people such as Greta Thunberg • Planting and growing • Development of our woodland area • Litter pick in our school • Take part in different celebrations (religious or not) • Explore resources from different eras • Use of maps • Access to appropriate technology
Reasoning	• Recognised diverse community • To be able to access the Year 1 curriculum in science and the foundation subjects

Expressive Arts & Design

Curriculum Goal	To be able to appreciate and attempt to perform in a creative way.
Knowledge / skills we want our children to leave Early Years with	• Join in with class singing, dancing or acting • To be able to voice their opinions • To be perceptive, discussing what they see and hear • Use and refine a variety of artistic effects to express their ideas and feelings. • Create collaboratively, sharing ideas, resources and skills.
Experiences - How we will achieve this	• Music, art materials and role play readily available within the environment. • Watch, listen and talk about music, dance and performance art, expressing their feelings and responses. • Use inspirational pieces of art forms as stimulus
Reasoning	• To be expressive in a personal way • To be creative • Develop skills in art, dance, drama and music