Jerounds EYFS Intent = Developing a curriculum for the EYFS

Curriculum goal	What you want the children to learn
Skills progression	How you want the children to learn
Experiences	What you will provide to ensure the children learn
Reasoning	Why you have decided this

Personal, Social and Emotional Development

Curriculum goal	To use strategies to help self-regulate my emotions
Skills progression	- Identification of different emotions - Understanding of how these emotions look in others - Understand that our actions affect others' emotions - To have a range of strategies to use when dysregulated - To develop resilience in a range of situations - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
Experiences	- Modelling by the adult to identify their own feelings and emotions - Zones of regulation to identify emotions - Common practice to discuss feelings and emotions across the day - Provide a range of strategies to support self-regulation - Sharing strategies with home - Opportunities to take risks
Reasoning	- Part of through school approach - Recognise emotions and strategies at an age-appropriate level - Having the confidence to try, resilience to fail

Curriculum goal	To recognise myself as a unique learner
Skills progression	- 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	- 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 a good listener in a range of situations
Skills progression	- Maintain attention for increasing amounts of time - Understand a question or instruction with two parts - To listen in small groups and building to larger groups - To listen to adults and peers - To listen and re-cap/re-tell stories - To listen to music and provide an opinion
Experiences	- 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, e.g. trips
Reasoning	- To be able to access the KS1 curriculum in literacy especially - To have an awareness of expectations and boundaries

Curriculum goal	To make myself understood
Skills progression	- Use talk to help work out problems and organise thinking and activities - To articulate their ideas and thoughts - New vocabulary is used from stories and topics taught throughout the day - To use new vocabulary within a range of situations - Listen to, talk about and ask questions about stories to build familiarity and understanding - Describe events in detail - Use talk to help work out problems and organise thinking - Explain how things work and why they might happen
Experiences	- Vocabulary chest and Literacy working wall - Wellcomm - Helicopter stories - Engagement with stories - Talk partners - Adults modelling conversation/communication skills
Reasoning	- To be able to access the KS1 curriculum for literacy, science and maths especially - Communication and language needs identified at baseline

Physical Development

Curriculum goal	To confidently navigate and travel around different environments
Skills progression	• Shows strength, balance and co-ordination when playing • Moves confidently and safely in a variety of different ways • Uses a range of equipment • Walks along a balance beam • Climbs onto or down from outdoor equipment independently • Jumps and lands safely on different surfaces
Experiences	• Regular use of climbing frame and equipment • Trips out which allow children opportunity 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
Skills progression	• 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	• 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 underdeveloped with baseline

Literacy

Curriculum goal	To write for a purpose such as a story, recipe or instructions
Skills progression	- Gives meanings to marks made - Use final and initial sounds with increasing accuracy - Writes recognisable letters, most of which are formed correctly - Blend and segment words - Understands that writing is a process from left to right - Begins to use finger spaces to divide words - Writes simple sentences that can be read by myself and others - Begins to write using capital letters and full stops correctly
Experiences	- Regular helicopter stories session - Exposure to vocabulary rich texts and carefully planned core texts - Purposeful writing opportunities within the environment - Daily phonics sessions - Barnaby Bear home-school adventures
Reasoning	- To be able to access the Year 1 curriculum in literacy - Understand why we need to write

Curriculum goal	To re-tell a past story/event
Skills progression	- 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 be able to identify main characters, settings, main events - Sequence the main events of the story in the correct order - Use some story language
Experiences	- Visiting author/poet - Trip to the library - Story time every day with familiar stories and new titles - Sequencing of stories and tasks - Opportunities to tell stories and experiences – Chatterbag, Tales Toolkit, T4W - Daily phonics sessions
Reasoning	- To develop a love of reading and storytelling - To communicate through both words and gestures - To access the Year 1 curriculum in literacy

Maths

Curriculum goal	To demonstrate a deep understanding of number
Skills progression	- 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 ('cardinal principle') - 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	- Weekly number focus up to 10 and beyond - 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
Skills progression	- 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	- Opportunities to recycle/save water/save energy - Local walks - Learn about famous people such as Greta Thunberg and Sarah Story - 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 and Design

Curriculum goal	To be able to appreciate and attempt to perform in a creative way
Skills progression	• 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	• 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 • Use Talk for Writing and Helicopter stories • Performance opportunities throughout the year • Opportunity to become an audience member
Reasoning	• To be expressive in a personal way • To be creative • Develop skills in art, dance, drama and music