



Tany's Dell Primary School Curriculum Intent 2026-2027

“We aim to provide academic success, physical development and positive wellbeing for all pupils.”

At Tany's Dell we follow the Educational Programmes set out in the statutory framework for the Early Years Foundation Stage as a basis for our curriculum. We teach and inspire our EYFS pupils to become
Global Citizens, Resilient Learners, Outstanding Achievers and Well-Rounded Individuals (GROW)

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

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	• To 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 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. - P4C questions. - 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	- 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 (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 RWI - 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	- Visiting author. - Trip to the library. - 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	- Weekly number focus up to 10. - 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 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 & 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