



Mission:

Cranleigh C of E Primary School exists...

To nurture belief and ensure the highest standards of learning for all.

Vision:

Cranleigh C of E Primary School hopes to become...

The most joyful community where professional interdependency, faith and a commitment to nurture leads to exceptional academic results and pupils who are prepared for the modern world.

Values:

Cranleigh C of E Primary School is...

Committed to the Christian faith and our six core values which provide the foundation for all we do:

Friendship Hope Thankfulness Forgiveness Compassion Endurance

Early Years Foundation Stage (EYFS) Curriculum Overview

Our department's vision

At Cranleigh C of E Primary, the vision for EYFS is that children are independent and inquisitive learners. Cranleigh C of E Primary provides children with the best possible start to their education; by equipping them with strong foundations and the knowledge, skills and experiences they need to thrive in later education and beyond.

EYFS at Cranleigh C of E Primary is founded on relationships: with the child, the family and the rest of the school. We balance time in provision with direct instruction, understanding that each child will need a different balance of this in order to achieve outstanding outcomes. Every child is unique and their strengths and areas for development are supported and developed with a long-term aspirational pathway in mind

Our practitioners are highly skilled and have a depth of knowledge of child development that drives all the work they do. They rely on their individual knowledge of each child to drive rapid progress through play, direct instruction and small group work. Staff receive specific training, which enables them to be highly effective both during carpet sessions and during free flow.

We know that in the EYFS, we lay important foundations for pupils and parents about our expectations as a school. We therefore hold the same standards of attendance for our non-statutory children as we do for our older pupils. We know that it is only through attending every day that pupils can get the most out of their early years education.

Our curriculum

1.Knowledge-rich:

In our EYFS curriculum, we have carefully selected topics through Cornerstones Curriculum Planning that support children to develop their knowledge of the world around them. We explicitly select and teach vocabulary during carpet led sessions to ensure children are developing a breadth of knowledge. Alongside this, children spend time accessing free flow activities that allow children to flexibly and independently apply their knowledge to practical activities.

2. Carefully resourced:

Our EYFS classroom and outdoor space have been re-developed and are organised in a way that provides a range of learning opportunities in the 7 areas of learning. Children can access the provision independently, allowing them to choose their resources and develop independence. Our skilled practitioners are responsive to children's interactions with provision and plan in the moment to ensure they are scaffolding and challenging children where appropriate. The resources in the spaces are adapted where appropriate to ensure they meet the needs of all learners.

Carpet sessions are curated to develop children's early reading, writing and mathematical skills through explicit instruction and opportunities for independent practice. Where required, we use scaffolding to support children who require additional support. We plan using the Little Wandle Phonics scheme, a Talk 4 Writing approach to writing and White Rose Maths to enrich children's knowledge and are constantly revising our resources to ensure that they are meeting the needs of our learners.

3. Aspirational, inclusive and diverse:

Aspiration in our curriculum is seen in our high expectations of pupils both in carpet led sessions and free flow learning. We support and ensure that our curriculum is inclusive for all pupils with a range of needs. Most importantly, this starts with high quality teaching where staff are providing additional scaffolding or support to help pupils learn. For instance, scaffolding may include visual prompts to support explanation (dual coding), breaking information down into smaller chunks or adding movement breaks. If further support is required, we use the graduated approach and seek support from our EYFS SENCO to ensure every child is learning successfully.

We ensure that our classrooms are diverse spaces by ensuring that there are texts, toys and resources that are relatable to all our children. Where possible, we draw on the experiences of parents and our community to inform planning of key events. Diversity in the curriculum can be achieved by taking opportunities to develop children's sense of identity in play and through carpet sessions where pupils recognise and celebrate their uniqueness.

4. Rigorously assessed:

All pupils in the EYFS are baselined during Autumn 1 half-term using the Good Shepherd Trust EYFS checklist, as well as completing the national Reception Baseline Assessment (RBA). The next data points are at the end of the Autumn Term, the Spring Term and then finally at the end of the summer Term. Data is inputted into Arbor. This progress may be reviewed more frequently if required. Alongside this, there is a half-termly Little Wandle phonics assessment, to ensure that children are taught reading in a group that matches their ability to phonetically decode words. Alongside formal assessment, we systematically assess pupils in lessons by teaching responsibly and using a range of AFL strategies. Formal and informal assessments are used to inform teaching and plan next steps.

5. Regularly evaluated and reflected upon:

We hold Pupil Progress Meetings after formal assessments alongside regular discussions between the adults in class to frequently reflect on our curriculum. We consider its design, its resourcing, its implementation and its impact; making changes immediately or logging them for the next academic year. Staff in EYFS are empowered to use spontaneous planning during free flow learning to move

children's learning along and this is shared with all staff via use of a shared whiteboard in the learning area.

Curriculum Maps

Our EYFS curriculum contains three components:

Prime Areas, Knowledge and Skills

Prime Areas:

C&L PSED PD

The prime areas of learning underpin everything we do within the EYFS curriculum and are taught through a combination of modelling, high quality interactions and a carefully planned curriculum.

The curriculum consists of two strands - knowledge and skills.

Knowledge

The knowledge strand of our curriculum maps out the knowledge we believe children need to learn during the EYFS phase. This knowledge is taught through a variety of topics throughout the year.

The topics are outlined below:

From Cornerstones Curriculum Planning:

Autumn 1	Let's Explore (UTW)	
Autumn 2	Exploring Autumn (UTW)	Puppets and Pop Ups (EAD)
Spring 1	Marvellous Machines (UTW/EAD)	
Spring 2	Signs of Spring (UTW)	
Summer 1	Creep, Crawl, Wiggle (UTW)	
Summer 2	On the Beach (UTW)	

Skills

We use the EYFS 7 areas of learning (Physical Development, Personal and Social Development, Communication and Language, Literacy, Maths, Understanding the World and Expressive Arts) alongside the government Development Matters document to ensure that children are learning the skills they need to equip them for learning in KS1 and beyond. We follow the Good Shepherd Trust EYFS Checklist to monitor each child and ensure that they are given every opportunity to develop the necessary skills.

Curriculum Map

Our dual stranded EYFS curriculum teaches children both knowledge and skills.

C& L	<p>Pupils develop language skills throughout the year so that they can. Directed and spontaneous input is tailored to the cohort and individual child's needs. By the end of the year, we aim for children to:</p> <ul style="list-style-type: none"> - listen attentively to an adult or peer - hold a conversation with a peer/adult - ask and answer questions - share and justify an opinion
PSED	<p>Pupils develop PSED skills throughout the year. Directed and spontaneous input is tailored to the cohort and individual child's needs. By the end of the year, we aim for children to:</p> <ul style="list-style-type: none"> - negotiate social problems independently (sharing and turn taking) - Have formed friendships in which they play kindly - to identify feelings and have a bank of strategies to manage the, - tolerate delay where needed (queuing) - respond appropriately to feedback given by a teacher or peer
Reading	<p>Little Wandle Phonics: Pupils learn to decode words in small groups by learning phonics (sounds) different letters make, and then blending them together. They join in with three times per week Reading Practice sessions in groups. They also read lots of books to help them to practise these skills.</p>

Term	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	Where the Wild Things Are	Stick Man	Mrs Armitage on Wheels	The Little Red Hen	The Very Hungry Caterpillar	Lucy and Tom at the Seaside
Maths	<p>White Rose: Match, sort, compare Talk about patterns</p>	<p>White Rose: It's me 123 Circles and Triangles 12345</p>	<p>White Rose: Alive in Five Mass and Capacity Growing 678</p>	<p>White Rose: Building 9 and 10 Exploring 3D shapes</p>	<p>White Rose: To 20 and Beyond How many now? Manipulate Compose</p>	<p>White Rose: Visualise, Build and Map Make Connections</p>

		Shapes with 4 Sides	Length Height and Time		and Decompose Grouping and Sharing	Consolidate
UTW (Science)	Let's Explore - Environment	Exploring Autumn	Marvelous Machines	Signs of Spring	Creep Crawl Wiggle	On The Beach
UTW (Humanities)	Let's Explore – Families/self	Celebrations and Festivals Nativity Show	Chinese New Year	Spring Walk Growing Seeds	Creep Crawl Wiggle – caring for our environments	Holidays/ Life in Countries
Physical Development (PE)	PSD sports coaches – Intro to PE Danny go	PSD sports coaches – Intro to PE Danny go	PSD sports coaches – Ball Skills Danny go	PSD sports coaches – Ball Skills Danny go	PSD sports coaches – Games Danny go	PSD sports coaches – Games Danny go
EAD (Art/DT/Music)	Exploring our environment Charanga	Puppets and Pop Ups Charanga	Marvelous Machines Charanga	Observational Art – Spring Charanga	Charanga	Textured painting (sand) Charanga