

EYFS Curriculum Statement

The EYFS curriculum maps sets out the skills and knowledge, vocabulary, typical activities and enriching experiences that enable children to learn and develop in each area of learning. The school's curriculum as a whole was considered, so that it meets the needs of our children, families and community. Depth in learning has been prioritised as being more important than covering lots of things in a superficial way. Knowledge and skills have been carefully sequenced to help children to build their learning over time. However, young children's learning is often driven by their interests, therefore plans need to be flexible. Young children also do not develop in a fixed way. Therefore, their development is like a spider's web with many strands, not a straight line.

Knowledge and skills are presented in discrete subjects within the areas of learning for the purpose of ensuring progression throughout school and clarity for all. However, our curriculum is planned and delivered holistically which allows children to connect their learning across different topics.

The Early Learning Goals are included for each area; however, they are not part of the curriculum, rather they are checkpoints for the end of the reception year. Communication and Language development is key and is a 'golden thread' which runs through and underpins all other areas of learning, as does Personal, Social and Emotional Development. The curriculum has been planned and designed to be ambitious for all children.

Educational programmes

The educational programmes (high-level curriculum summaries) in the Early Years Statutory Framework (EYFS) form the starting point of the Tudor Grange EYFS curriculum as they outline the content to be taught in the seven areas of learning and development.

Curriculum drivers

Our curriculum aim is to ensure that all children are emotionally, socially and academically ready for their next stage in learning. In order to achieve this, we have identified four curriculum drivers that are reflected through our themes, topics and texts. Teachers' planning ensures that these drivers run coherently across the EYFS and through every area of learning and development.

Our four curriculum drivers are:

1. Healthy Body, Mind and Relationships

Our curriculum has a strong emphasis on personal, social and emotional development as we want children to be healthy, well-rounded, confident individuals who are able to form and sustain positive relationships. As well as teaching children a positive sense of self, respect for others and emotional well-being, we focus on encouraging healthy lifestyles and managing personal needs.

2. Confident and Effective Communicators

Learning both reading and writing is underpinned by children's early communication and language. Our curriculum prioritises vocabulary and language comprehension throughout its carefully chosen themes, topics and texts. Children's understanding and use of language is embedded through high-quality interactions between adults and children and through sharing books, poems, rhymes and songs together.

3. Our Place in Our World

Our curriculum supports children to make sense of their physical world, their community and their place within it so that they develop a sense of belonging. Children also develop their understanding of the diverse world in which they live and develop respect towards the environment, communities and religions.

4. Learning Knowledge and Skills

Children are exposed to a carefully constructed and sequenced curriculum which defines the knowledge and experiences we intend all children to receive. In their families and the local context. The different areas of learning are interconnected and are taught effectively through play-based learning and direct instruction by skilled and knowledgeable practitioners who understand how children learn and develop.

Curriculum content and progression

The curriculum content was designed and planned by Tudor Grange EYFS Trust Advisors, Early Years Leads and Senior Leaders. The statutory framework is supported by two non-statutory documents ('Development Matters' and 'Birth to 5 Matters') which supported in building our full curriculum. Additional documents and guidance used to support the planning of the Tudor Grange EYFS curriculum are listed below.

All seven areas of learning and development

- Planning for the Early Years
- EEF's Early Years Evidence Store
[Early Years Evidence Store | EEF](#)

Communication and Language

- Speech and Language UK; Ages and stages
[Ages and stages - Speech and Language UK: Changing young lives](#)
- The Oracy Framework- Speaking and Listening Skills Progression Map
[Microsoft Word - The Oracy Skills Framework and Glossary.docx](#)
[Oracy Progression of Skills](#)
[Voice21-Student-Friendly-Oracy-Framework-Final.pdf](#)
- Kid Sense- Occupational & Speech Therapy for Children: Stages of Language Development
[Stages of Language Development Chart - Kid Sense Child Development](#)

Personal, Social and Emotional Development

- Jigsaw

Physical Development

- Foundation Stage Lancashire 5 FMS for under 5's.
- Wiggle Me into a Squiggler and Squiggle Whilst You Wiggle
- Dough Disco
- Get Set 4 PE
- NHS Foundation Trust: University Hospitals Birmingham- Solihull Children's Occupational Therapy Service: Dressing skills
[PRESS_PI22_2495_01_Dressing_skills_advice.pdf](#)
- NHS Foundation Trust: Five Steps to Function Dressing Skills Activities of Daily Living (ADL's) Information Booklet
[Dressing_Skills_Five_Steps_to_Function_Booklet_P1AG_335.pdf](#)
- NHS: Development of Cutlery Skills
[development-of-cutlery-skills.pdf](#)
- NHS: Development of Scissor Skills
[Development of Scissor Skills - Oct 2020.indd](#)

Literacy

- Little Wandle Letters and Sounds Revised
- The Write Stuff – Jane Considine
- Singing Phonics
- Letters and Sounds

Mathematics

- NCETM Mastering Number
- White Rose Maths

Knowledge of the World

- Knowledge and skills statements for RE- Jigsaw RE and Understanding Christianity
- Knowledge and skills statements for Science- PLAN primary science resources (England)
- Knowledge and skills statements for History- Kapow Primary
- Knowledge and skills statements for Geography - Kapow Primary

Expressive Arts and Design

- Musical Development Matters in the Early Years
- Sing Up
- Access Art
- Kapow Primary- D&T