

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. 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. Learning is urged on by children's interests and experiences so that it is meaningful to the children, 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.

Termly overarching themes

Termly themes link all year groups and best fit the content of the curriculum and the curriculum drivers.

1. Term 1- All About Me

This theme allows us to focus on each unique child. It helps children to express themselves, develop a positive self-image and to feel comfortable in the classroom. The theme also promotes the celebration of uniqueness and diversity as children develop an understanding that their classmates are different in many different ways and that everyone matters.

2. Term 2- Me in My World

This theme encourages the children to connect with their immediate environment and form a connection between themselves, others and their environments. It also enables children to learn about their community, their place within it and form a sense of belonging.

3. Term 3- The Big Wide World

This theme develops children's knowledge of the wider world and supports them in understanding the diverse world in which they live. Children begin to understand the influence humans have on the world and how they can help to take care of it.

Text rationale

All texts have been chosen as they:

- are appropriate in age suitability, quality of text, level of interest for children, visual appeal, underlying values and curriculum relevance
- will support children to develop a wide range of language structures and a richer and broader vocabulary.

Texts chosen are from a range of authors and genres, including:

- British and world fiction
- classic texts and modern classics
- contemporary fiction
- non-fiction material
- poetry, nursery rhymes and songs.

Individual text selection: High quality picture books

The use of high-quality books is at the heart of our curriculum. We use our knowledge about children's literature to choose quality texts which reflect our curriculum drivers and are centred around a strong and relatable human theme. Many of our texts also come recommended from the trusted sources below.

Little Wandle- See Little Wandle's 'Foundations for a Love of Reading' guidance, resources and book plans which are intended to support in fostering a strong reading for pleasure culture while developing children's language.

Jane Considine- See Jane Considine's writing unit plans which put key aspects of communication at the heart of teaching. Pupils' language will be nurtured through developing ideas, strengthening talk and widening writing opportunities.

Windows and Mirrors- Ruth Miskin- Texts which act as 'mirrors', reflecting the reader's own experiences to help them feel heard and understood, as well as 'windows', where children are given an insight into new worlds of imagination and into places and events beyond their immediate experiences.

Pie Corbett's Reading Spine- Books that use repetitive, patterned language which makes them easier for children to join in with so that the experience of reading becomes interactive, and the children begin to learn the story as they are read to. These texts lend themselves to retelling and creating new versions or further adventures featuring the same characters.

Book Trust/ Books for Topics- Books that have been researched, reviewed and assessed to be of the highest quality in terms of age suitability, quality of text, visual appeal, readability, level of interest for children, underlying values, curriculum relevance and print production quality.

Individual text selection: Diverse and inclusive picture books

Research shows that when children in the early years recognise themselves in the books they read, the positive impact can be profound. Our curriculum includes diverse books which represent various lifestyles and perspectives, and which help children understand different cultures, races, abilities, and family structures. Stories about diverse characters teach valuable lessons about inclusion. Our curriculum includes books which:

- offer a balance to the traditional view of families- including single parents and family references not specifically related to having two parents of the opposite gender
- explore 'being different'- including physical differences, neurodiversity, medical conditions
- challenge gender stereotypes
- demonstrate cultural diversity- inclusive of a range of characters which reflect life in modern Britain.

Autumn Core Texts

Nursery						Reception					
Core text/ stimulus	Curriculum driver focus	Non-traditional view of families	Explores 'being different'	Challenges gender stereotypes	Demonstrates cultural diversity	Core text/ stimulus	Curriculum driver focus	Non-traditional view of families	Explores 'being different'	Challenges gender stereotypes	Demonstrates cultural diversity
Starting School- Janet and Alan Ahlberg	1				✓	Starting School - Jane Godwin	1		✓		✓
The Colour Monster- Anna Llenas (Grey addition only)	1					Super Duper You – Sophy Henn	1		✓	✓	✓
Big Feelings- Alexandra Penfold	1		✓	✓	✓						
Who Are You? - Smriti Halls	1	✓	✓	✓	✓	All Are Welcome Here- Alexandra Penfold	1,3	✓	✓	✓	✓
The Leaf Thief- Alice Hemming	3					Traditional Tale: Goldilocks and The Three Bears – Gerda Muller	3		✓		✓
The Best Diwali Ever- Sonali Shah	3				✓	Travel Through the Seasons: Autumn – Annabel Griffin	3				✓
Bonfire Night Video	3					Diwali Story - CBeebies - BBC	3				
Hello Friend- Rebecca Cobb	1			✓	✓	Little Glow – Katie Sahota & Harry Woodgate	3	✓	✓	✓	✓
Letter from the Principal- Class Bear's birthday	1, 2					We're going on a Bear Hunt – Michael Rosen	2, 4				
You Choose Christmas- Pippa Goodhart	4		✓		✓	On Sudden Hill- Linda Sarah & Benji Davies	1				
						Letter from the Principal- class Bear's Birthday	1, 2				

EYFS Theme, Topic and Text Rationale

						Luna Loves Christmas- Joseph Coelho & Fiona Lumbers	1	✓			✓
Traditional Tale: Gingerbread Man	2					Traditional Tale: Little Red Riding Hood	2				

Spring Core Texts

Nursery						Reception					
Core text/ stimulus	Curriculum drivers focus	Non-traditional view of families	Explores 'being different'	Challenges gender stereotypes	Demonstrates cultural diversity	Core text/ stimulus	Curriculum drivers focus	Non-traditional view of families	Explores 'being different'	Challenges gender stereotypes	Demonstrates cultural diversity
In Every House on Every Street- Jess Hitchman	3		✓	✓	✓	Home – Carson Ellis	3				✓
A Park Connects Us- Sarah Nelson	3	✓	✓		✓	Google Maps	3				
This Is How We Keep Healthy- DK	1				✓	All Are Neighbours- Alexandra Penfold	3	✓			✓
						People Need People – Benjamin Zephaniah	3	✓	✓		✓
A Sweet New Year for Ren- Michelle Sterling	3				✓	4 books- Izzi Howell Firefighters, Paramedics, Doctors, Police	3			✓	✓
When Spring Comes- Kevin Henkes	3					Luna New Year Around the World- Amanda Li	3				✓
Traditional Tale: The Ugly Duckling- DK	1		✓			Traditional Tale: Jack and the Beanstalk- Richard walker		✓			
Mummy's Special Day- Frances Stickley	1	✓			✓	A Bean's Life-Cycle – Mary R. Dunn	3				
My Most Exciting Eid- Zeba Talkhani	3				✓	Mums are Magnificent-	1	✓	✓	✓	✓

EYFS Theme, Topic and Text Rationale

						Simon Phillip & Dawn Lo					
Errol's Garden- Gillian Hibbs	3	✓	✓	✓	✓	Ramadan and Eid al-Fitr- Sara Khan	3				✓
A Very Happy Easter- Tim Thornborough	3				✓	Travel Through the Seasons: Spring – Annabel Griffin	3				
We're Going on an Egg Hunt- Martha Mumford	3					The Easter Story – Brian Wildsmith	3				✓
Traditional Tale: Enormous Turnip	2					Traditional Tale: Three Billy Goats Gruff	2				

Summer Core Texts

Nursery						Reception					
Core text/ stimulus	Curriculum drivers focus	Non-traditional view of families	Explores 'being different'	Challenges gender stereotypes	Demonstrates cultural diversity	Core text/ stimulus	Curriculum drivers focus	Non-traditional view of families	Explores 'being different'	Challenges gender stereotypes	Demonstrates cultural diversity
The Little Red Hen- oral version	2					All Aboard the London Bus – Patricia Toht	3				✓
Farmyard Hullabaloo- Giles Andreae	3					Handa's Surprise- Eileen Browne Zoo animals	3				✓
Traditional Tale: The Three Little Pigs	2					Here We Are – Oliver Jeffers	3		✓	✓	✓
Meet the Weather – Caryl Hart	3				✓	Clean Up – Nathan Bryon (to write)	3	✓		✓	✓
The Big Book of Bugs - Yuval Zommer	3					My Dad – Susan Quinn	1	✓		✓	✓
Dads Are Incredible- Simon Phillip and Dawn Lo	1	✓	✓	✓	✓	You Can- Alexandra Strick	1,3	✓	✓	✓	✓

EYFS Theme, Topic and Text Rationale

						Your school transition book					
You Can- Alexandra Strick	1, 3	✓	✓	✓	✓	Travel Through the Seasons: Summertime – Annabel Griffin	3				
Your school transition book											
Summer is Here by - Heidi Pross Gray	3					Sun – Sam Usher	3				
Look What I Found at the Seaside- Moira Butterfield	3										
Traditional Tale: Each Peach Pear Plum	2					Traditional Tale: Anansi and the Golden Pot- Taiye Selasi	2				✓
Nursery poetry anthology: A Gret Big Puddle- Poems for the Very Young - Michael Rosen	2, 3					Reception poetry anthology: Here's a Little Poem- A Very First Book of poetry	2, 3				

Traditional Tales (The six main traditional tales are covered across EYFS)

Nursery	Reception
- Gingerbread Man *The Ugly Duckling - Enormous Turnip *The Little Red Hen *The Three Little Pigs - Each Peach Pear Plum	*Goldilocks and The Three Bears - Little Red Riding Hood *Jack and the Beanstalk - Three Billy Goats Gruff - Anansi and the Golden Pot
*Core texts	