DIXONS TRINITY CHAPELTOWN

# EYFS

## Curriculum Principles

**By the end of EYFS, a student at Dixons Trinity Chapeltown will:**

- have an understanding of themselves in the context of their immediate surroundings and the wider world. They will be able to speak about themselves confidently and positively, and know what makes them unique. PSED is paramount to begin their educational journey and through our well-planned PDS curriculum. Students can make their own choices in their learning, promoting autonomy.
- understand the value of reading. They will engage with a range of high quality texts, which then begin a line of enquiry and inspire child initiated learning. Through story telling practice, students become story tellers internalising a range of texts with which they can innovate upon. Students will be taught to read, through systematic synthetic phonics and sequenced English lessons, allowing them to access texts independently and become lifelong readers.
- speak with confidence in order to share their understanding with others and articulate their reasoning. They will use precise, subject specific vocabulary and speak in complete sentences. The ability to be understood by others creates meaningful relationships with peers, allowing for conversations that value and respect every speaker. Communication and language progression is planned for over the year, with a constant focus during adult to child interactions.

**Our uniting 'sentence' is "EYFS at Dixons Trinity Chapeltown laid strong foundations to the students' lifelong learning journey and created confident, inquisitive students who love learning and are ready for the next stage in their education".**

**In order to fully prepare students for the next stage of their learning, topics have been intelligently sequenced based on the following rationale:**

- teacher directed inputs are built up throughout the year to ensure a smooth transition into Year 1, and to allow all students to gain the powerful knowledge they need to be sucessful. The stimulating environment directs students in their independent learning. We value play and the power of autonomous learning and there is space to allow students to follow their own interests.
- the transition to and from early years has been meticulously planned to ensure all students are supported and successful. Communication with local nurseries begins from admission, allowing teachers to conduct home and nursery visits to every child. Early identificaiton for support is noted from these first meetings and informs our Intervention Prevention planning. Through Base Camp, teachers from EYFS and Year 1 work together closely to ensure successful progression through the phase.

**The EYFS curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:**

- through carefully planned targetted intervention. Our baseline assessment is rigorous and thorough to allow all teachers to form relationships with students, and get to know what support they might need. We continue to assess throughout the cycles and plan intervention and prevention as a team on data and planning days. We use formative assessment to inform our 'keep up and catch up', daily.
- our whole school Summits outline experiences that we believe all children are entitled to. They enrich the students' lives and help them to build cultural capital. In EYFS, these include performing a Nativity to an audience, observing the life cycle of a hen and registering at a library.
- we have belief in all students reaching their potential and unwaveringly aim for 100% of students to attain GLD. We do whatever it takes, for as long as it takes to support students to get there.
- we believe in the importance of interacting with high quality texts begins before the child begins at Dixons Trinity Chapeltown, when each student is given a story book on their home visit.
- our focus on powerful knowlege begins in EYFS though our carefully planned all through curriculum and focus on vocabulary aquisition. Key knowledge is carefully chosen throughout the curriculum and builds on previous learning and experiences. Knowledge organisers are used to support students to compare and contrast knowledge in a wider context. Advantageous and subject specific language is both taught and modelled by adults to develop students' vocabulary. All families have access to our Knowledge Organisers and shared weekly learning focus on Tapestry.
- great value is placed on input from families, with opportunities carefully planned over the year. We endeavour for 100% of families to be active on Tapestry, and value the input to their child's learning journey. Ensuring parents have a good understanding of our curriculum enables a shared vocabulary between school and home.
- we believe in the power of the practitioner and insist upon quality adult to child interactions at all times throughout the day in order to teach the curriculum alongside the directed learning. Practitioners are skilled in using the most effective ways to interact with students and move learning forward while they are engaged in their own line of enquiry e.g. through challenge, explanation, modelling or extenstion. Practioners support students to make relationships and self regulate, allowing them to develop personally and socially. All practioners model and recast high standards of correct English and ambitious vocabulary which supports language acquisition.

**We fully believe the EYFS curriculum can contribute to the personal development of students at DTC:**

- through the ELGs – personal social and emotional development is a prime area and considered the foundation to all other learning. We create positive and strong relationships with all pupils and between pupils. We are responsive to any arising issues, through circle time and daily story times. Discrete PDS lessons once per week allow the children to ask critical questions and role play a variety of scenarios.

**At Dixons Trinity Chapeltown our belief is that to read is to fly and that reading opens doors to the rest of the curriculum. Therefore, we expect students in EYFS to engage with reading material at home, every night, with their families.**

**Opportunities are built in to make links to the world of work to enhance the careers, advice and guidance that students are exposed to:**

- students learn about occupations and vocation to support them to understand the world around them. Visitors from a range of occupations visit our setting. During our unit of learning around 'People Who Help Us', we have visits from a charity worker, police officer, firefighters, medical worker and local community workers. This allows children to interact with a variety of professions and ask questions to find out more.
- our mission introduces the idea of planning for the future from EYFS. Students are exposed to the idea of university through their class names and bear mascots. Teachers share their positive educational experiences with pupils.

**The EYFS curriculum involves learning about various cultural domains. We embrace the knowledge from a variety of cultures and traditions:**

- teachers plan engaging experiences to allow students to experience festivals and traditions from around the world. This includes creating diyas for Diwali and tasting apple and honey during Rosh Hashanah.
- our knowledge organisers focus on individual religious celebrations or festivals around the world, and outline the key vocabulary and knowledge we want all students to be exposed to. These are shared during teacher led inputs and also taken home to rehearse knowledge with families and further engage parents as partners.

## Curriculum Overview

All children are entitled to a curriculum and to the powerful knowledge which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this subject, at each key stage from Reception through to Year 11, to equip students with the cultural capital they need to succeed in life. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema.

| | Knowledge, skills and understanding to be gained at each stage* | | |
|---|---|---|---|
| | **Cycle 1** | **Cycle 2** | **Cycle 3** |
| **Personal, social and emotional development** | **Being me in my world**<br>Identifying similarities and differences; recognise and manage my feelings; our right to learn at school; kind words and gentle hands; working well with others; being responsible<br>**Celebrating differences**<br>Things I am good at; celebrating what others are good at; anti-bullying; being a kind friend; using kind words; giving and accepting compliments<br>**Health and Self Care**<br>Being able to attend to own needs in school independently, such as going to the toilet, washing hands, and feeding self at family dining using a range of cutlery. | **Dreams and goals**<br>Challenges; perseverance; setting goals; words of encouragement; recognising feeling proud; jobs and aspirations<br>**Healthy me**<br>Importance of exercise; balanced diet; oral hygiene; sleep and hand hygiene; stranger danger<br>**Health and Self Care**<br>Discussing road safety on local walks to the park and the library | **Relationships**<br>Friendships; making friends; being a good friend; having good manners; loneliness; solving friendship problems; the impact of saying unkind words; how to calm down<br>**Changing me**<br>Labelling the body; different foods that help my body grow; noticing changes from being a baby to now; celebrating the year, worries about Year 1 |
| **Physical development** | **Movement and Expression**<br>Setting routines for PE and following whistle commands; copy and remember movement and positions; communicating a narrative through movement<br>**Gymnastics**<br>Balancing using different body parts; travelling in a variety of ways; negotiating space | **Throwing and Catching**<br>Learning to accurately throw and catch a large ball standing still and moving; throwing and catching with a friend; throwing at a target and developing aim<br>**Dance**<br>Copy moves and positions, moving in response to music, movement to communicate a mood; sequencing movements<br>**Balance bike** (Pro Ride Coaching LTD) to support all students to ride a balance bike | **Health and Self Care**<br>Changing themselves independently for PE lessons<br>**Balance**<br>Safely balancing on a range of equipment; travelling across equipment at varying heights jumping and landing off equipment<br>**Athletics**<br>Throwing objects of different shapes and sizes; running distances; negotiating obstacles |
| **Communication and interaction** | **Vocabulary**<br>Tier 2 and 3 domain specific vocab<br>Facial features; Autumn; Diwali; Christmas | **Vocabulary**<br>Tier 2 and 3 domain specific vocab<br>Winter; occupations; Spring; Life Cycle of a Hen | **Vocabulary**<br>Tier 2 and 3 domain specific vocab<br>Farm animals and their young; Summer; |
| | **Rhyme of the term**<br>Jack and Jill; Head Shoulders Knees and Toes | **Rhyme of the term**<br>Miss Polly Had a Dolly; Humpty Dumpty | **Rhyme of the term**<br>Mary Mary Quite Contrary; Little Miss Moffat |
| | **Oral Sentence structure**<br>Basic sentence stems<br>Fronted adverbials and ordinal language | **Oral Sentence structure**<br>Complex sentence stems (conjunctions, adverbs)<br>To ask questions | **Oral Sentence structure**<br>Complex sentence stems (contrast and compare) |
| **Literacy** | **Stretch**<br>Sharing home news / show and tell<br>**Reading**<br>Focus on DTC Reading Spine books (Starting School; The Tiger Who Came to Tea; Owl Babies; The Owl Who was Afraid of the Dark; Where's My Teddy; So Much; Three Little Pigs) to embed language patterns, repetitive language and rhyme; sequence and learn 3 parts of a story (opening, problem, resolution); | **Stretch**<br>Presenting learning to class<br>**Reading**<br>Focus on DTC Reading Spine books (Cops and Robbers; We're Going on a Bear Hunt; We're going on a Lion Hunt; Farmer Duck; Millie's Chickens; Not Now Bernard; Goldilocks and the Three Bears) with repeated refrains.<br>Making predictions; anticipating key events in a story; sequence and learn 4 parts of a story (opening, problem, resolution, ending) | **Stretch**<br>Speaking to an audience<br>**Reading**<br>Focus on DTC Reading Spine Books (The Very Hungry Caterpillar; The Gruffalo; Whatever Next!; Goodnight Moon; Little Red Riding Hood)<br>Demonstrate understanding by retelling stories using their own words and recently introduced vocabulary; sequence and identify 5 parts of a story (opening, build up, problem, resolution, ending) |

| | Knowledge, skills and understanding to be gained at each stage* | | |
|---|---|---|---|
| | **Cycle 1** | **Cycle 2** | **Cycle 3** |
| **Literacy** | **Word reading**<br>Taught Set 1 single letter sounds and digraphs, able to link grapheme to phoneme. | **Word reading**<br>Recapping Set 1 sounds, reading single words phonetically, reading common exception words (red words) | **Word reading**<br>Learning Set 2 sounds, reading sentences and texts using phonic knowledge, reading common exception words (red words) |
| | **Writing**<br>Key texts: *The Tiger Who Came to Tea; The Gingerbread Man*<br>Learning to retell the class story with actions and expressions; identifying the 3 parts of a the story (opening, problem, resolution); innovating characters; writing own story using drawing and initial sounds | **Writing**<br>Key texts: *Supertato; Millie's Chickens*<br>Learning to retell the class story with actions and expressions; identifying the 4 parts of a the story (opening, build up, problem, resolution); innovating text types and settings; writing own story writing captions | **Writing**<br>Key texts: Rainbow fish, Rosie's Walk<br>Learning to retell the class story with actions and expressions; innovating text types and settings; writing own story writing captions and identifying key language to support sentence structure. |
| | **Writing**<br>Making meaningful marks; writing own name; drawing with accuracy; writing recognisable letters with the correct formation. | **Writing**<br>Writing words by identifying the sounds and representing the sounds using letters | **Writing**<br>Writing phrases and sentences that can be read by themselves and others |
| | **Handwriting**<br>Letter formation using RWInc phrases; using plain paper; sitting correctly at the table; 'perfect' pencil grip; daily name writing practice; muscle strength exercises | **Handwriting**<br>Handwriting lines; focus on letter families; ascenders/descenders; focus on accurate formation | **Handwriting**<br>Placement & correspondence using handwriting lines; line size 15mm; recognising the capital letters of their own name; finger spaces |
| **Mathematics** | **Early mathematical experiences**<br>Classifying; matching; comparing; ordering<br>**Pattern, shape and early number**<br>Recognise, describe, copy patterns; 3-D shapes; position; count up to 6 objects reliably; one more/one less; concept of zero; addition and subtraction within 6<br>**Measures, length and time**<br>Capacity, size and length of everyday objects using everyday vocabulary; weeks, seasons, time; ordinal language | **Numbers**<br>Numbers up to 10: count, represent, recognise and order; addition and subtraction, augmentation and reduction<br>Grouping and sharing<br>Number patterns within 15<br>Doubling and halving<br>**Shape and Pattern**<br>Describe / sort shapes; recognise, continue and create pattern | **Addition and subtraction**<br>Commutativity; comparing two amounts; doubling and halving<br>**Numbers**<br>Number patterns within 20, number patterns beyond 20<br>**Money and measures**<br>Compare / describe coins capacities, volumes, weights and lengths<br>**Number**<br>Exploration of patterns within number |
| **Understanding the world** | **Science**<br>Humans: My body, facial features, own basic hygiene and oral hygiene, keeping healthy, healthy choices<br>Plants: observing plants, including poppies, caring for living things, noticing changes over time.<br>Seasons: seasonal change Autumn<br>**RE**<br>Engaging with religious festivals and culture (Divali), learning where in the world they originate and how they are celebrated<br>**Geography**<br>Features of school environment; weather | **Science**<br>Materials: investigating water/ice, magnetic materials<br>Earth and Space: the moon, name some planets in our solar system; astronauts (Tim Peake)<br>Plants: planting seeds and watching them grow<br>Seasons: seasonal change Winter and Spring<br>**RE**<br>Engaging with religious and non-religious festivals (Christmas and Chinese New Year), learning where in the world they originate and how they are celebrated<br>**Geography**<br>Features of local environment e.g. park, shops, library, houses, roads; initial exploration of local maps;<br>**History**<br>Exploring sources of evidence e.g. black and white videos and photos, old toys, newspapers | **Science**<br>Animals: egg to chick; names of common animals in different habitats, invertebrates (use term minibeast) in our environment<br>Habitats: comparing environments e.g. tropical, ocean, desert<br>Seasons: seasonal change Summer<br>**RE**<br>Engaging with religious festivals (Eid and Easter), learning where in the world they originate and how they are celebrated<br>**Geography**<br>Physical features of contrasting story settings; world map to introduce places relevant to children<br>**History**<br>Understand the past through settings, characters and events encountered in local area (carnival); in books read in class; development of themselves and others over time; |
| **Understanding the world** | **Computing** | **Computing** | **Computing** |

| | Knowledge, skills and understanding to be gained at each stage* | | |
|---|---|---|---|
| | **Cycle 1** | **Cycle 2** | **Cycle 3** |
| | Play interactive games using technology**;** cause and effect, toys that wind / buttons / movement / sound books | Programming – use Bee-Bots to start to understand sequencing | Know that a range of technology is used in places such as homes and schools. Select and use technology for different purposes |
| **Expressive arts and design** | **Art and Design**<br>Observe facial features and draw them to create a self portrait, draw a tiger<br>**Music**<br>Nursery rhymes and familiar songs; phonics songs; express ideas, thoughts and feelings through music; | **Art and Design**<br>Identify the colour names and mix paints to make new colours<br>**Music**<br>Humorous songs with funny lyrics; adapting well known songs; capture experiences with a range of music | **Art and Design**<br>Use a variety of materials, tools and techniques; experiment with colour, design, texture form and function<br>**Music**<br>Play with songs – high and low pitch, fast and slow tempo; experiment with rhythm |

*A powerful, knowledge-rich curriculum teaches both **substantive knowledge** (facts; knowing that something is the case; what we think about) and non-declarative or **procedural knowledge** (skills and processes; knowing how to do something; what we think with). There are no skills without bodies of knowledge to underpin them. In some subjects, a further distinction can be made between substantive knowledge (the domain specific knowledge accrued e.g. knowledge of the past) and disciplinary knowledge (how the knowledge is accrued e.g. historical reasoning). Please refer to the DAT Curriculum Principles, published on our website, for further information about how we have designed our all-through curriculum.