

EYFS

Curriculum Principles

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 to learn and are ready for the next stage in their education".

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

- Develop a strong sense of self and understand themselves in relation to their immediate environment and the wider world. They will speak confidently and positively about who they are and recognise what makes them unique. Personal, Social and Emotional Development (PSED) is prioritised and taught through our well-planned PDS curriculum, forming the foundation for lifelong learning.
- Students will engage with a wide range of high-quality texts that spark curiosity and inspire child-initiated learning. Through daily systematic synthetic phonics, children will learn to decode and comprehend, enabling them to access texts independently and begin their journey as lifelong readers.
- Students will speak in complete sentences, using precise, subject-specific vocabulary to articulate their understanding and reasoning. They will develop the ability to be understood by others, fostering meaningful relationships and respectful conversations that value every voice.

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, reflecting the children's developing attention skills as they adapt to school life. We ensure all students have access to the powerful knowledge they need to succeed. The stimulating environment is designed to guide independent exploration and foster curiosity. Play remains central to learning, with continuous provision extending beyond EYFS into Year 1 to support seamless transition.
- the transition to and from early years is meticulously planned to ensure all students are supported and successful. Early communication with local nurseries begins at admission, enabling teachers to conduct home and nursery visits to every child. Early identification of need is noted from these first meetings and informs our initial Intervention Prevention planning, ensuring timely support for individual needs. As the students transition to Base Camp, EYFS and Year 1 teachers work together closely to secure continuity and progression across the phase.

The EYFS curriculum is designed to reduce social disadvantage by addressing gaps in students' knowledge and skills through a multi-layered approach:

- Through carefully planned, targeted intervention, we ensure every child receives the support they need to thrive. Our rigorous baseline assessment enables teachers to build strong relationships with pupils and identify individual needs early. As a team, we reflect regularly on what each child requires to make progress and adapt provision accordingly. We use our Messy Markbook to record how pupils interact with planned activities, providing rich evidence to inform assessment and guide teaching throughout each cycle.
- Our whole school Summits outline define experiences that we believe all children are entitled to. These experiences enrich students' lives and help them to build cultural capital, broadening their horizons beyond the classroom. In EYFS, these include performing a Festive showcase to an audience, developing confidence and communication skills; observing the life cycle of a hen, fostering curiosity and understanding of the natural world; and drawing a self-portrait, encouraging self-awareness and artistic expression.
- Our focus on powerful knowledge begins in EYFS through a carefully planned all-through curriculum that prioritises vocabulary acquisition. Key knowledge is deliberately selected to build on prior learning and experiences, ensuring progression and depth. Knowledge organisers are used to support students to compare and contrast concepts within a wider context, supporting retention and understanding. Advantageous and subject specific language is explicitly taught and consistently modelled by adults to develop students' vocabulary. Knowledge organisers are referred to during whole class learning and shared with families at home to strengthen home-school partnerships and reinforce learning beyond the classroom.

The personal development of pupils is paramount to our curriculum in EYFS:

- We believe in the power of the practitioner to shape high-quality learning experiences. Our approach prioritises **quality adult-child interactions throughout the day**, ensuring that teaching occurs both within directed learning and through spontaneous opportunities during play and exploration. Practitioners are highly skilled in using strategies that move learning forward while children engage in their own lines of enquiry. These strategies include challenge, explanation, modelling and extension. Through these interactions, practitioners foster positive relationships, support children to make connections, and develop self-regulation skills, enabling them to grow personally and socially. Our classrooms provide rich contexts for dialogue, collaboration, and curiosity, ensuring that every child is supported to achieve the Early Learning Goals and transition confidently to Key Stage 1. This approach is underpinned by continuous provision, responsive teaching, effective formative assessment and inclusive practice.



- Personal, Social and Emotional Development (PSED) is a prime area within the Early Years Foundation Stage as it underpins cognitive and social development and forms the foundation for all other learning. We prioritise creating positive, secure relationships between staff and pupils and among peers to foster a sense of belonging and emotional well-being. We respond promptly to emerging issues through circle time and story sessions, providing opportunities for discussion and reflection. Weekly discrete PDS lessons enable children to ask critical questions, explore feelings, and role-play scenarios that build resilience and empathy. A PSED tracker is used to monitor progress and identify pupils who have not met the Early Learning Goal, ensuring targeted support and intervention during the transition to Year 1. This approach underpins our commitment to nurturing confident, independent learners who can manage their emotions, develop social skills, and thrive in a safe, inclusive environment.

At Dixons Trinity Chapeltown our belief is that ‘to read is to fly’ and that reading opens doors to the rest of the curriculum:

- We recognise the impact of the “word gap” and prioritise early language development from the moment a child joins our school. High-quality texts are introduced immediately, and we encourage families to share books at home to strengthen vocabulary and comprehension. Our provision celebrates books and ensures that every child has daily opportunities to engage with rich language.
- Oracy is a key focus beginning in EYFS. We aim for all children to articulate their learning confidently. Oral story retelling is central to this approach: children become storytellers, internalising a wide range of texts and innovating upon them to develop creativity and narrative skills.
- Reading is taught systematically through daily phonics sessions. Children are grouped according to current attainment, ensuring tailored support and challenge. This structured approach enables every child to progress at an appropriate pace.
- Story time is planned and prioritised. Books are celebrated across our provision, and children enjoy DEAR (Drop Everything and Read) time daily. We also implement Talk Through Stories, which introduces planned vocabulary, teaches children to interact with texts, and supports comprehension through questioning and discussion.

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

- We believe that introducing children to a wide range of occupations and vocations helps them understand the world around them and develop curiosity about their future. As part of our curriculum, visitors from diverse professions regularly engage with pupils, providing authentic experiences and opportunities for questioning. For example, during our **‘People Who Help Us’** unit, children meet a charity worker, a police officer, and local community workers. These interactions allow pupils to explore roles within society and appreciate the contributions of different professions.
- Our mission also introduces the concept of planning for the future from the earliest stages of education. Children are exposed to the idea of higher education through class names and bear mascots linked to universities. Teachers share their own positive educational experiences, fostering ambition and helping pupils see education as a pathway to opportunity. This approach ensures that aspirations and an understanding of the wider world are embedded within the EYFS curriculum, laying the foundation for lifelong learning and personal growth.

We believe that our foundation stage is the door that begins to make the connections between the school and the community:

- We recognise the vital role families play in supporting children’s learning and development. Our approach prioritises strong, positive communication and collaboration with parents and carers.
- This includes daily interactions to build trust and maintain open dialogue; regular updates via Tapestry to keep families informed about learning and progress; workshops focused on curriculum to equip families with strategies to support learning at home; and stay and play sessions to give families the opportunity to experience provision and strengthen home-school partnership.
- Through these initiatives, we aim to create a community where families feel valued, informed, and empowered to contribute to their child’s educational journey.

Curriculum Overview

All children are entitled to a rich, ambitious curriculum and to the powerful knowledge that will open doors and maximise their life chances. Our curriculum is designed to provide the cultural capital pupils need to succeed in life, equipping them with critical knowledge and skills from Reception through to Year 11.

We offer a high-level overview of essential knowledge for each subject across all key stages, ensuring clarity of progression and coherence. The curriculum is planned both vertically and horizontally, giving careful thought to the optimum sequence of knowledge to build secure schema. This structured approach enables pupils to make meaningful connections, deepen understanding, and apply learning confidently in new contexts. Our intent is to broaden horizons by exposing children to diverse ideas, texts, and experiences; ensure equity by guaranteeing access to powerful knowledge for every child; and prepare for the future by embedding skills and understanding that support lifelong learning and success.



	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 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 Celebrating differences Things I am good at; celebrating what others are good at; anti-bullying; being a kind friend; using kind words; giving and accepting compliments Health and Self Care 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 Challenges; perseverance; setting goals; words of encouragement; recognising feeling proud; jobs and aspirations Healthy me Importance of exercise; balanced diet; oral hygiene; sleep and hand hygiene; stranger danger Health and Self Care Discussing road safety on local walks to the park and the library	Relationships Friendships; making friends; being a good friend; having good manners; loneliness; solving friendship problems; the impact of saying unkind words; how to calm down Changing me 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 Setting routines for PE and following whistle commands; copy and remember movement and positions; communicating a narrative through movement Gymnastics Balancing using different body parts; travelling in a variety of ways; negotiating space	Throwing and Catching 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 Dance Copy moves and positions, moving in response to music, movement to communicate a mood; sequencing movements	Balance Safely balancing on a range of equipment; travelling across equipment at varying heights jumping and landing off equipment Athletics Throwing objects of different shapes and sizes; running distances; negotiating obstacles
Communication and interaction	Vocabulary Tier 2 and 3 domain specific vocab Facial features; Autumn; Diwali; Christmas Oracy: Sharing home news / show and tell Focus on Favourite 5 to embed language patterns, repeated refrains, rhythm and rhyme: Brown Bear, Not Now Bernard, Shark in the Park, Where's my Teddy, Little Rabbit Foo Foo. Sequence and learn 3 parts of a story (opening, problem, resolution)	Vocabulary Tier 2 and 3 domain specific vocab Winter; occupations; Spring; Life Cycle of a Hen Oracy: Speaking in a small group about a given focus Talk Through Stories: Cops and Robbers, Farmer Duck. Making predictions; anticipating key events in a story; sequence and learn 4 parts of a story (opening, problem, resolution, ending)	Vocabulary Tier 2 and 3 domain specific vocab Farm animals and their young; Summer Oracy: Speaking in full sentences, using tenses correctly, using recently introduced vocabulary Talk Through Stories: The Bear and the Piano, Ruby's Worry 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)
Literacy	Word reading Taught Set 1 single letter sounds and digraphs, able to link grapheme to phoneme, focus on oral blending. Writing Key texts: <i>The Tiger Who Came to Tea</i> ; <i>The Gingerbread Man</i> 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; making meaningful marks; writing own name; drawing with accuracy, writing recognisable letters	Word reading Recapping Set 1 sounds, reading single words phonetically, introduction to common exception words (red words) Writing Key texts: <i>Supertato</i> ; <i>The Little Red Hen</i> 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 words and captions by identifying the sounds and representing the sounds using letters	Word reading Focus on reading special friends, reading sentences and texts using phonic knowledge, reading common exception words (red words) Writing Key texts: Jack and the Jellybean stalk, Handa's Surprise Learning to retell the class story with actions and expressions; innovating text types and settings; writing own short sentences and phrases that can be read by themselves and others.



Knowledge, skills and understanding to be gained at each stage			
	Cycle 1	Cycle 2	Cycle 3
	Handwriting Fine motor provision, fine motor sessions daily eg. dough disco. Letter formation using RWInc phrases using plain paper.	Handwriting All children can write their name. Focus on writing on the line with correct and accurate formation.	Handwriting Handwriting lines; focus on letter families; ascenders/descenders; focus on accurate formation
Mathematics	Match, Sort and Compare Match objects/pictures, identify a set, sort objects by type, explore sorting, create sorting rules, Talk about Measure and Patterns Compare amounts, compare size, compare mass, compare capacity, explore simple patterns, copy and continue simple patterns, create simple patterns It's me 1,2,3 Find 1, 2 and 3, subitise 1, 2 and 3, represent 1, 2 and 3, 1 more, 1 less, composition of 1, 2 and 3 Circles and Triangles Identify and name circles and triangles, compare circles and triangles, shapes in the environment, describe position 1,2,3,4,5 Find 4 and 5, subitise 4 and 5, represent 4 and 5, 1 more, 1 less, composition of 4 and 5, composition of 1-5 Shapes with 4 sides Identify and name shapes with 4 sides, combine shapes with 4 sides, shapes in the environment, my day and night	Alive in 5 Zero, find 0 to 5, subitise 0 to 5, represent 0 to 5, 1 more, 1 less, composition, conceptual subitising to 5 Mass and Capacity Compare mass, find a balance, explore capacity, compare capacity Growing 6,7,8 Find 6, 7 and 8, 1 more, 1 less, composition of 6, 7 and 8, make pairs (odd and even), double to 8 (find a double; make a double), combine 2 groups, conceptual subitising Length and height Explore length, compare length, explore height, compare height, talk about time, order and sequence time Building 9 and 10 Find 9 and 10, compare numbers to 10, represent 9 and 10, conceptual subitising to 10, 1 more, 1 less, composition to 10, bonds to 10 (2 parts), make arrangements of 10, Bonds to 10 (3 parts), doubles to 10 (find a double; make a double), explore odd and even Explore 3D shapes Recognise and name 3D shapes, find 2D shapes within 3D shapes, use 3D shapes for tasks and in environment, identify more complex patterns, copy and continue patterns, patterns in the environment	To 20 and Beyond Build numbers beyond 10 (10-13), continue patterns beyond 10 (10-13), Build numbers beyond 10 (14-20), continue patterns beyond 10 (14-20), verbal counting beyond 20, verbal counting patterns How Many Now? Add more, how many did I add?, take away, how many did I take away? Manipulate, compose, decompose Select shapes for a purpose, rotate shapes, manipulate shapes, explain shape arrangements, compose shapes, decompose shapes, copy 2D shape pictures, find 2D shapes within 3D shapes Sharing and Grouping Explore sharing, sharing, explore grouping, grouping, even and odd sharing, play with and build doubles Visualise, Build and Map Identify units of repeating patterns, create and explore pattern rules, replicate and build scenes and constructions, visualise from different positions, describe positions, give instructions to build, explore mapping, represent maps with models, create own maps of familiar places, create own maps and plans from stories Make Connections Deepen understanding, patterns and relationships Consolidation
Understanding the world	Science My body, facial features, own basic hygiene and oral hygiene. Caring for living things, noticing changes over time (seasonal changes in Autumn). RE Engaging with religious festivals and culture (Divali), learning where in the world they originate and how they are celebrated Geography My school and my house History My family and family celebrations	Science Making observation drawings of living things and plants Seasonal change and features of Winter and Spring Observe a life cycle: egg to chick RE Engaging with religious and non-religious festivals (Christmas and Chinese New Year), learning where in the world they originate and how they are celebrated Geography My street and my city History My grandparents and the history of my city	Science Names of common animals in different habitats, invertebrates (use term minibeast) in our environment Habitats: comparing environments e.g. tropical, ocean, desert Seasonal change Summer Conducting experiments with prediction and evaluation: planting and floating/sinking RE Engaging with religious festivals (Eid and Easter), learning where in the world they originate and how they are celebrated Geography My country and my world History Our monarchy and recapping my year in Reception
Expressive arts and design	Art and Design Make meaningful marks, follow instructions to draw recognizable	Art and Design Artist studies, observational drawings and paintings Music	Art and Design Landscapes and cityscapes, Art project day and gallery with families Music



	Knowledge, skills and understanding to be gained at each stage		
	Cycle 1	Cycle 2	Cycle 3
	images, introduction to sculpture, mix paints to make new colours Music Get set Music: Journeys, Weather	Get set Music: The Circus, Deep Blue Sea	Get set Music: Minibeasts, Space

