



EYFS Curriculum Overview

At Cherry Trees we deliver a broad and balanced curriculum that is built on children's interests and provides hands on experiences that promote curiosity and a lifelong love of learning that supports every child to reach their fullest potential.

Our curriculum follows a thematic approach to learning that considers the guidance laid out in Birth to Five Matters and the Development Matters documentation. The guidance helps to inform us of the journey each child needs to make through the delivery of the curriculum to enable them to succeed in their learning and to reach their fullest potential.

Our curriculum is topic based. All of our teaching and learning is through stories and all activities and learning are linked to the topic/stories. We ensure that all children have every opportunity to become immersed in their learning by using a sensory, hands-on approach that allows them to develop sensory, cognitive, communication and thinking skills across all Seven Areas of Learning. We recognise that children are active learners and that they learn through their senses, exploration, investigation and play. Our topics are based around stories to ensure that we promote a love of stories, books and reading from the earliest age.

As part of our consideration of preparing for adulthood all activities and experiences take into account individual needs and preferred learning styles enabling children and allowing them to develop successfully at their own pace. Experiences are repeated to ensure that children build on previous learning and deepen knowledge and skills, develop familiarity, and build confidence to explore and interact as independently as possible. We believe that the need to prepare for adulthood is important even at this young age.

Communication, Language and Literacy is at the heart of everything that we do and is an integral part of our EYFS curriculum. We enable children to interpret their own environment, learn to make choices and decisions that will influence their life and to grow in confidence in a supportive, enabling environment with warm, nurturing relationships that allow our children to thrive.

Preparing For Adulthood in EYFS at Cherry Trees School

Through the EYFS pathway we pride ourselves on promoting a Life-long love of learning that encourages both independence and resilience for all children. We promote and support greater independence throughout the curriculum and all 7 areas of development. All staff have high aspirations and expectations for all children and have a clear understanding of how to effectively support and promote independence. Activities and learning experiences centre around children's aspirations, interests and needs. Even at such a young age, we believe we can provide learning opportunities that prepare children for adulthood through new experiences, responsibilities, building positive relationships and developing independence. Below, are some examples of how the EYFS pathway enables children to have opportunities and increase their chances of achieving throughout their lives.

Employment

Children are provided with opportunities to succeed throughout the curriculum. Activities and learning opportunities aim to follow interests and foster children's curiosity. Children are encouraged to be as independent as possible and do as much for themselves as they can. Expectations of children are high and all children are encouraged to take part in, to persevere and complete tasks and activities, skills employers look for in their workers.

Adapting to new environments

Following Instructions

Playing with other children

Real world play (builder / nurse / doctor)

Numeracy

Real world visits (fire stations, farms etc.)

'What do you want to be when you grow up?'

Meeting role models

Independence

Children are encouraged to be as independent as possible in all situations, activities and learning scenarios. This may be through being encouraged to be toilet trained, independently feed themselves or independently select and use resources. Staff model the behaviour they want children to adopt and help them develop strategies for learning. Over time, staff learn what children are likely to be able to do unaided and will make reasonable adjustments to allow all children to participate in learning opportunities. Staff are quick to build on successes, however small. Routines are in place to support children to understand what is expected. Both environments have visual timetables which are used consistently throughout the day. Children are given opportunities to make choices,, a key skill to prepare children for adulthood e.g. with decision making. Children are encouraged, through support, coaching, and modelling to express, understand and regulate their thoughts, feelings and behaviours. Through our 'Let's Grow It' topic children learn how to look after things and begin to understand the natural world around them. All children attend forest school weekly which promotes a way of gaining independence and connecting with the natural world.

Feeding and drinking

Toileting

Real world play (kitchens, DIY, cleaning)

Getting dressed

Making choices

Friends, Relationships and Community

Positive relationships are modelled consistently with staff, staff are positive role models for children and encourage and provide opportunity for children to interact with one another at all times. Children are encouraged to be always kind and supportive of each other. Activities and learning experiences promote cooperation and collaboration with other children. All children are encouraged to work together to problem solve and risk take. Children are encouraged to explore different professions through various role plays across the year, these may include vets, home corner, garden centre, hairdressers etc.

Making friends
Social interaction
Visits / day trips

Team playiing
Developing friendships/ friendship groups

Good Health

Our EYFS curriculum promotes healthy living and lifestyles. Children are given lots of opportunities across the year/curriculum to learn about how to keep happy, healthy, and safe. Some activities/opportunities include planting and growing plants and vegetables, cooking healthy food and promoting good hygiene. Children are encouraged to be as physical as possible, with plenty of opportunities across the curriculum for them to develop their fine and gross motor skills as independently as possible.

Checks at birth (hearing etc)

Diet and food variety

2 year old development check

immunisations

Child obesity checks

Diet - making choices

Dentist school visit

Immunisations

Physical exercise

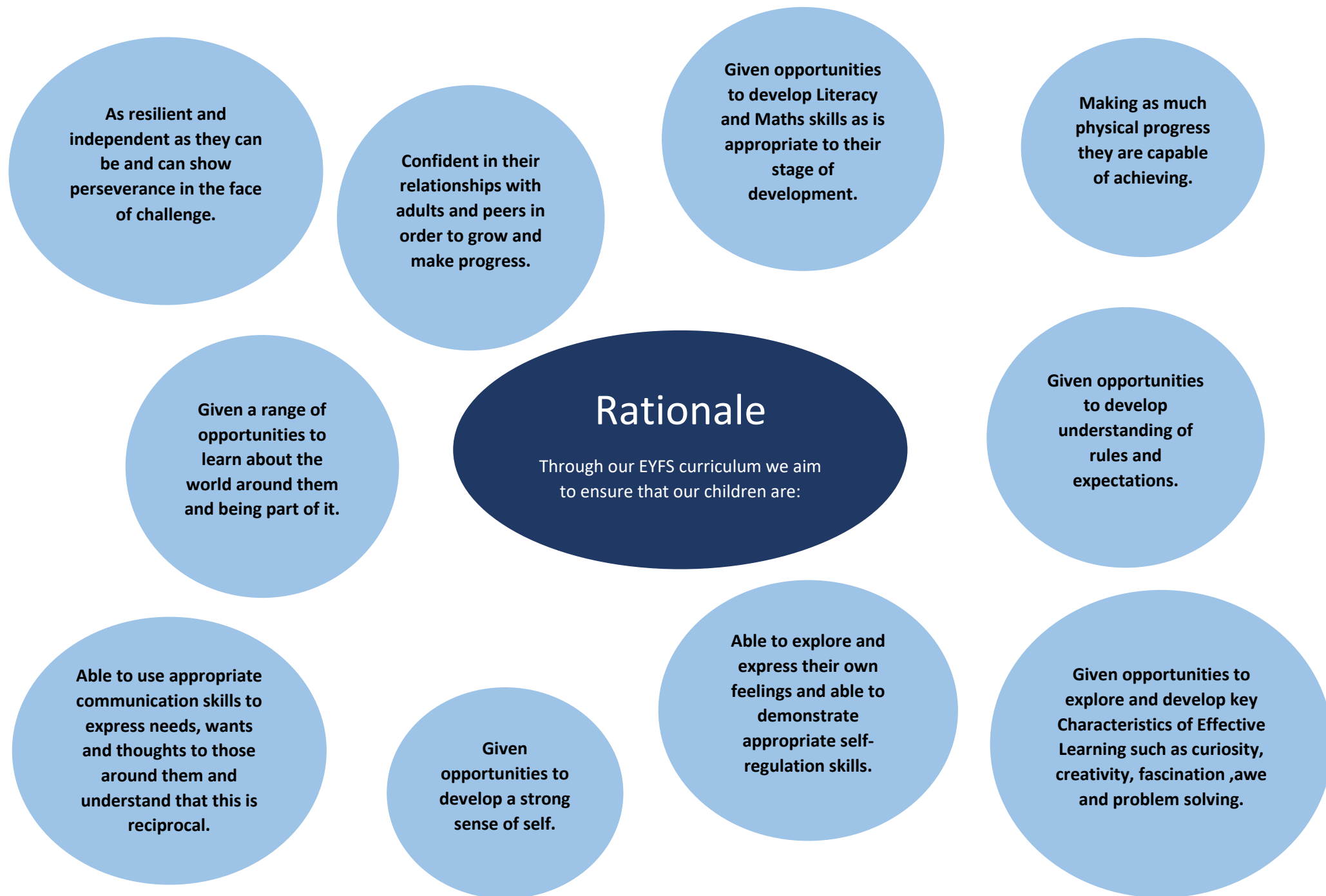
Year A

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Me and My World	Celebrate Good Times	Let's Grow it!	Paws, Claws, Feathers and Fur	We're Going on an Adventure	Fun in the Sun
Stories	5 Minutes Peace Zog	Pumpkin Soup Stickman The Christmas Story	The Hungry Caterpillar Titch	Elmer Owl Babies Handa's Surprise	Whatever Next On the Way to Grandpa's Down by the Station	Barry the Fish with Fingers The Bear and the Picnic Lunch Shark in the Park
Traditional Tales	The 3 Little Pigs	The Gingerbread Man	Jack and the Beanstalk	The Little Red Hen	Goldilocks	The Magic Porridge Pot
Stories by the same author	Julia Donaldson The Smartest Giant in Town	Julia Donaldson Room on the Broom	Julia Donaldson Superworm	Julia Donaldson Monkey Puzzle	Julia Donaldson The Gruffalo	Julia Donaldson The Snail and The Whale
Songs/rhyme suggestions to support topic	Heads, shoulders, knees and toes Happy and you know it One finger one thumb The music man I'm a little teapot	Twinkle Twinkle Rudolph the Red Nosed Reindeer Jingle Bells When Santa got stuck up the chimney	Incey Wincey Spider Wiggly Woo 5 Speckled frogs Hungry caterpillar song(you tube) Mary Mary quite contrary	Old McDonald Baa Baa Black Sheep Creeping through the jungle 5 Little monkeys Mousey Brown Hickory Dickory Dock	5 Little men in a flying saucer Goldilocks and the house of the bears Down at the station Twinkle Twinkle The wheels on the bus	Row your boat A sailor went to sea 1,2,3,4,5 fish alive 5 little ducks Baby shark Rainbow song
Enrichment	Supermarket shopping visit Diwali Harvest Festival	Santa Visit Bonfire Night Halloween Remembrance St Andrews Day	Garden Centre Visit Valentines day Pancake Day St David's Day	Zoo/Ha'penny Green Wylde visit St Patricks Day Mother's Day Easter/Egg hunt St Georges Day Eid	Canal Trip (Castlecroft)	Picnic in the park The Queen's Platinum Jubilee Fathers Day
Areas covered	Me, my family, my friends, clothes, my body. My home/houses, where I live, my community	Various celebrations Experiences different cultures and traditions	Life cycles Growing plants Caring for our environment/planet Growing ourselves	Knowing different types of animals. Care and concern for living things	Experiences places and journeys Experiences involving a range of transport	Experience of the natural world Local community

Weather and seasons to be covered at appropriate times. A range of cultures/festivals will be experienced across the year.

Year B

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Me and My World	Celebrate Good Times	Wellies, Brollies, Sunhats and Lollies	Every Day Heroes	One Man and His Dog	Ship Ahoy!
Stories	My World Peace At Last	Meg and Mog The Christmas Jolly Postman Stickman	Handa's Surprise/Kipper's Snowy Day May I come In Pignic	Topsy and Tim Meet the Police Emergency Super Duper You	Dogs Colourful Day Lola Gets A Cat Alfie	Pirates Love Underpants The night Pirates
Traditional Tales/Poems	Little Red Riding Hood	Hansel and Gretel	The Three Billy Goats Gruff	The Enormous Turnip	Chicken Licken	The Owl and the Pussy Cat
Stories by the same author	Judith Kerr Mog and Me	Judith Kerr Mogs Christmas	Judith Kerr Mog the Forgetful Cat	Judith Kerr Mog and The V.E.T	Judith Kerr The Tiger Who Came to Tea	Judith Kerr The Crocodile Under the Bed
Songs/rhyme suggestions to support topic	Heads, shoulders, knees and toes Happy and you know it One finger one thumb The music man I'm a little teapot	Twinkle Twinkle Rudolph the Red Nosed Reindeer Jingle Bells When Santa got stuck up the chimney	I hear thunder It's raining it's pouring Rainbow song The sun has got his hat on Incey Wincey Spider	Five Little Firemen	Hickory Dickory Dock Speckled Frogs Horsey Horsey I had a little turtle	Row your boat A sailor went to sea 1,2,3,4,5 fish alive 5 little ducks Baby shark
Enrichment	Supermarket shopping visit Diwali Harvest Festival	Santa Visit Bonfire Night Halloween Remembrance St Andrews Day	Park visit Valentines day Pancake Day St David's Day Chinese New Year	Fire Station Visit St Patricks Day Mother's Day Easter/Egg hunt St Georges Day Eid	Petting farm Horse riding Pets in school	Picnic in the park Sailing Trip Fathers Day
Areas covered	Me, my family, my friends, clothes, my body. My home/houses, where I live, my community	Various celebrations Experiences different cultures and traditions	The seasons Experience of different weathers	Experiences of services that help us Understanding that we can be super heroes Caring for and helping others	Experiences of care and concern for living things Knowing about animals	Experience of the natural world Local community



Intent

The curriculum that is offered through the EYFS Pathway:

Physical Development – Becoming as physically able as possible on an individual level, managing own needs and care as independently as possible, developing appropriate gross motor skills and fine motor skills.

Literacy – To develop a love of reading/ being read to, comprehending what we are hearing. Word reading, expressive language and developing writing skills

Personal, Social and Emotional Development – developing and maintaining relationships with others, understanding own feelings and needs, self-regulation and managing self. Understanding the feelings and needs of others.

Communication and Language – Developing the skills to communicate with others using a means that is personalised. Developing crucial listening and attention skills, developing understanding and expressive language.

Expressive Arts and Design – developing the ability to express themselves through art, drama, music, role play and being creative.

Understanding of the world -Making sense of the physical world, communities' and their own place within these.

Mathematics- Understanding number, relationships and patterns within them, counting, space, shape and measures

Implementation

We achieve our intentions by:

Ensuring we work closely with the team around each child to ensure they are making the best possible progress.

Regularly reviewing each Child's unique needs and next steps to ensure progress and development to their fullest potential.

Providing a safe, friendly environment where children share warm genuine relationships that enable them to develop trust and where they can grow and flourish.

Providing adult led and scaffolded experiences to support individual and personalised learning in all areas.

Providing a range of opportunities for play and exploration to support development in all areas of learning

Ensuring that we always keep each and every child at the centre of what we do.

Impact

The impact of the EYFS Pathway provision is evident through the development of pupils who are:

Enthusiastic to engage with a range of resources and experiences, even if they are completely new to them. They are keen to learn and curious about the world around them.

Able to solve a range of problems through trial and error.

Interested in play and exploration in a variety of contexts and are active learners.

Able to communicate to a range of people their needs, wants and thoughts in different contexts and situations and using a range of methods.

Communicating effectively to those around them.

Thinking creatively and able to explore a range of ideas, acting on these as appropriate.

Making the most of their physical ability and skills despite individual challenges and barriers.

Demonstrating key characteristics of effective learning.

Displaying resilience and independence, seeking challenge and showing a 'can do' attitude.

Developing an enthusiasm for stories and being read to, seeking out books independently and associating books and stories with positive experiences.

Confident and happy, able to form relationships and understand the expectations and rules in the setting.

Interested in mathematical concepts and exploring these.