



Bayford C of E Primary School Curriculum Overview - Early Years

Our Vision

We are inspired to be a vibrant, joyful community in which we know and love one another, leading together and growing together by:

- Appreciating everyone and everything around us
- Making one another feel safe
- Sharing, so no one feels left out
- Living well together in love
- Moving forward together in hope

Linked Bible Verse

Jesus said, 'I am the Good Shepherd... I know my sheep and my sheep know me.' John 10.14

Our class Bible story is The Parable of the Lost Sheep, Luke 15

Implementing the Early Years Curriculum

We value each child and we think that play is essential for learning and enjoyment. We believe that play is an effective vehicle through which young children can practice, rehearse and acquire knowledge and skills. We will deliver the curriculum through an appropriate balance of the following:

Adult-planned sequential learning

- We will deliver highly scaffolded learning steps to ensure all children make progress in relation to specific knowledge and skills.

Adult interactions

- We will maximise 'in the moment' learning, capitalising on moments where children are deeply involved in their play and where they are highly motivated to learn.

Child-led play

- We will let children lead their own learning through our carefully planned learning environment, ensuring that there are plenty of open-ended activities and resources available that will allow all children to develop knowledge and skills and pursue their own interests and build on developmental next steps.

We focus on 4 main areas in the Early Years:

Curriculum

- We have an ambitious curriculum, which enables children to gain the skills and knowledge they both want and require for their schooling, and later in life. Our curriculum is flexible, although we ensure that learning is carefully sequenced to enable the children to know more and remember more.

Pedagogy

- Our children will learn through adult-led modelling, guided work, group work, observing each other and child-led play, as experiencing a variety of approaches is how children learn best. Our learning environment is carefully planned to enable children to experience opportunities to learn through numerous approaches, allowing them to develop their independence and curiosity. Our pedagogy in Early Years follows that of our wider teaching and learning policy and our philosophies regarding developing our children's long-term memory, building upon knowledge and practising skills.

Relationships

- Relationships are at the heart of our Early Years. We keep the experience of each child at the centre of our planning, in order to help develop close relationships. Partnerships with parents are an important part of the Early Years and their involvement enables us to ensure the best for each child.

Assessment

- We use a range of strategies to assess the children's learning in Early Years, including formative strategies such as questioning, observation and conversations, as well as summative assessments at the end of the year. We recognise that observing children at play is the best tool for gaining an insight into a child's mind.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Overview Seasonal Focus	All About Me and My Family Starting School My New Class New Beginnings My Family Harvest Festival	Let's Celebrate What do I celebrate? Birthdays Christmas Eid Diwali New Year Remembrance Day How Can I Deliver Christmas Greetings to everyone I care about?	Explore and Discover Where I Live Journeys Transport Vehicles Past and Present Maps Space The Seaside What Do I Want to be When I Grow Up? People Who Help Us	Come Outside Growing Planting Plants and Flowers Easter Minibeasts Animals	Once Upon a Time Traditional Tales Familiar Tales (characters, settings, story telling skills, story mapping, narratives in role play) Pirates	When I Grow Up Holidays Holidays in the Past and Present Where Have I Been? Where Can I Go?
Ongoing Focus	Self-Regulation What Has Happened to Me Since I was Born? Healthy food/Human Body/ oral health Being Kind Staying Safe Weather Seasons	Being Kind Staying Safe Weather Seasons Self-Regulation	Being Kind Staying Safe Weather Seasons What Has Happened to Me Since I was Born? Self-Regulation	Being Kind Staying Safe Weather Seasons Self-Regulation	Being Kind Staying Safe Weather Seasons What Has Happened to Me Since I was Born? Self-Regulation Transition to year 1 activities	Being Kind Staying Safe Weather Seasons Self-Regulation Transition to year 1 activities

<p>RE Topics</p>	<p>Special times: Harvest, Sukkot</p> <p>Special people:</p> <p>Joseph</p> <p>Moses</p>	<p>Special times: Christmas Hanukkah Divali</p> <p>Incarnation: Why do Christian's perform Nativity plays at Christmas? UC</p>	<p>Special times: Chinese New Year</p> <p>Key bible stories:</p> <p>Noah's Ark</p> <p>David and Goliath</p> <p>Jonah and the Whale</p> <p>Daniel in the lion's den</p> <p>Which stories are special and why?</p>	<p>Jesus and Easter</p> <p>Salvation: Why do Christian's put a cross on the Easter garden? UC</p> <p>The stories Jesus told: The party in heaven</p> <p>Good Samaritan</p> <p>The lost sheep</p>	<p>Creation God: Why is the word 'God' so important to Christians? UC</p> <p>The creation story</p>	<p>Belonging and special people <i>(IB)</i> <i>Including a</i> Bayford Church visit: meeting Rev Teresa, signs and symbols in the church and a baptism (including a dolly baptism in church)</p> <p>Where do we belong? Emmanuel project</p>
<p>PSHE Focus (Whole School Days)</p>	<p>Learning School Behaviour Policy and Expectations</p>	<p>Remembrance Day Anti-Bullying Week <i>(November)</i> School Forum's chosen fundraiser</p>	<p>Safer Internet Day <i>(February)</i> Feeling Good Week <i>(Hertfordshire project week for mental and physical health)</i></p>	<p>School Forum's chosen fundraiser</p>	<p>Earth Day <i>(April)</i></p>	<p>School Forum's chosen fundraiser</p>
<p>PSHE</p>	<p>PSHE teaching is embedded in our EYFS curriculum. This is supported by PSHE using the Jigsaw EYFS scheme for Reception and Nursery children. The scheme uses characters to introduce certain themes and to get children thinking about ways to solve problems covering a wide range of themes. The needs of each cohort of children are carefully considered and prioritised.</p>					
<p>Key Literacy Texts</p>	<p>The Three Little Pigs Colour Monster Farmer Duck Little Red Hen Handas' Surprise A Little Bit Brave</p>	<p>Room on the Broom What the Ladybird Heard Jolly Christmas Postman Rosie's Walk What the Ladybird Heard at Christmas Christopher Pumpkin</p>	<p>Amazing Aeroplanes Hundred Decker Rocket The Train Ride Whatever Next Fire Engine Flashing Super Submarines</p>	<p>The Enormous Turnip Animals Scare Me Stiff Mr Ben Zoo Keeper Superworm The Little Raindrop Dear Zoo Mad about Minibeasts</p>	<p>The Tough Princess The Gruffalo Jack and the Beanstalk Goldilocks and Three Bears Rapunzel Billy and the Beast</p>	<p>The Giant jam Sandwich Tiddler We're going on a Bear Hunt Commotion in the Ocean Somebody Swallowed Stanley Pirates Love Underpants</p>

Trips/ Visitors 2 year cycle	Autumn Walk Walk to church for Harvest assembly Autumn Walk Walk to church for Harvest assembly	Walk to church for later for Christingle. Sele School for Class 1 Show. Christmas Panto Sele School for Class 1 Show.	Visitors for people who help us. Race car visit Balance-ability	Hertfordshire Zoo Zoo Lab	Bus journey to Hertford Visit to Round House Garden	Seaside Knebworth House
---	--	---	--	----------------------------------	---	--------------------------------

In our small village school, our children are taught in mixed-age classes using a curriculum that has been organised into topics that are explored each half term.