

EYFS Curriculum Overview



Mission, Vision & Values

These provide a clear framework that guides our school's purpose, fosters a shared sense of direction, and promotes a positive ethos within our school community, ensuring all pupils, including our youngest children in the Early Years Foundation Stage, are supported to thrive.

Mission:

Cranleigh C of E Primary School exists...

To nurture belief and ensure the highest standards of learning for all.

'All children have the right to have their gifts and talents cultivated through the process of education. All children can learn and become educated.' (Cuban & Tyack, 1995). 'Equity is a professional obligation. All means all.' (Dr. Anthony Muhammad).

Vision:

Cranleigh C of E Primary School hopes to become...

The most joyful community where professional interdependency, faith and a commitment to nurture leads to exceptional academic results and pupils who are prepared for the modern world.

As a Church School, we have chosen the Parable of the Good Shepherd (Luke:15) to define our vision: Everyone in our community matters, equally, and we all work together tirelessly to ensure that each and every child gets the absolute best from their time with us. We know all of our children as individuals and are relentless in our ambition to ensure they succeed, joyfully and holistically, leaving Cranleigh C of E Primary prepared for the world around them.

Values:

Cranleigh C of E Primary School is...

Committed to the Christian faith and our six core values which provide the foundation for all we do:

- Friendship
- Hope
- Thankfulness
- Forgiveness
- Compassion
- Endurance

Our Curriculum Framework

‘Curriculum is all about making choices. How can we make the right choices for the children we’re working with in the early years?’ (Dr Julian Grenier).

Knowledge-Rich:

We have carefully selected projects provided by the Cornerstones framework to support our children to develop their knowledge of the world around them. These are regularly reviewed and adapted according to our children’s interests and needs. We explicitly select and teach vocabulary during whole class sessions to ensure our children are developing a breadth of knowledge. Alongside this, our children spend time in free flow activities which provide them with the time and flexibility to apply their knowledge to practical activities.

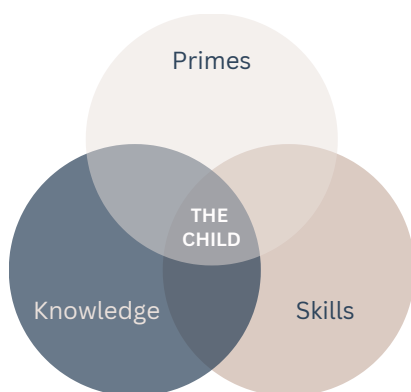
Aspirational, Diverse and Inclusive:

We hold high expectations of our children at all times and ensure our curriculum offer is inclusive for everyone. This starts with quality first teaching where staff use research-based pedagogical approaches to support our children to learn. If further support is required, we use the graduated approach and seek support from our SEND team to ensure every child is fulfilling their potential. Our learning spaces are diverse with carefully selected texts and provision that are relatable to all our children. Where possible, we draw on the experiences of parents and our community to inform planning of key events and take opportunities to develop children's sense of identity through play and whole class sessions where children recognise and celebrate their uniqueness.

Assessment and Evaluation:

All children are baselined during Autumn 1 against the school’s baseline and the Reception Baseline Assessment (RBA). All additional data points are as per the Good Shepherd Trust’s timeline. However, additional reviews are carried out where needed. In addition, there is a half-termly Little Wandle phonics assessment to ensure that children are taught reading in a group that matches their current prior attainment. We hold Pupil Progress Meetings after formal assessments with the teaching team to reflect on our curriculum. We consider its design, resourcing, implementation and impact, making changes where needed. Alongside formal assessment, we systematically assess children throughout the day through the high quality interactions we hold and observe. Formal and informal assessments are used to inform teaching and plan next steps.

Our EYFS curriculum contains three components:



Primes

The prime areas of learning underpin everything we do within the EYFS curriculum and are taught through a combination of direct teaching, modelling, high quality interactions and our carefully planned curriculum. The curriculum consists of two strands - knowledge and skills.

Knowledge Strand

The knowledge strand of our curriculum maps out the knowledge we believe children need to learn during the EYFS phase. These are delivered through our carefully selected Cornerstones projects, as shown in the table:

Autumn 1	Let's Explore (UTW)	Build It Up (UTW/EAD)
Autumn 2	Exploring Autumn (UTW)	Puppets and Pop Ups (EAD)
Spring 1	Ready Steady Grow (UTW/EAD)	Marvellous Machines (UTW/EAD)
Spring 2	Signs of Spring (UTW)	Long Ago (UTW)
Summer 1	Animal Safari (UTW)	Creep, Crawl, Wiggle (UTW)
Summer 2	On the Beach (UTW)	

Skills Strand

We use the EYFS 7 areas of learning alongside Development Matters to ensure that children are learning the skills they need to equip them for learning in KS1 and beyond. We use the Good Shepherd Trust EYFS assessments to monitor each child and ensure that they are being given every opportunity to develop the necessary skills.

EYFS Curriculum Map



The prime areas of learning are seamlessly integrated throughout the curriculum. Both planned and spontaneous inputs are tailored to address the needs of the cohort as well as the unique requirements of each child.

<p>Communication & Language</p>	<p><i>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development.</i></p> <p>By the end of the year, we aim for children to:</p> <ul style="list-style-type: none"> • listen attentively in a range of situations and respond appropriately. • develop the ability to comprehend instructions, stories, and conversations, enabling meaningful interactions. • build confidence and vocabulary so they can share ideas, ask questions, and express themselves clearly.
<p>Personal, Social and Emotional Development</p>	<p><i>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world.</i></p> <p>By the end of the year, we aim for children to:</p> <ul style="list-style-type: none"> • recognise and manage their feelings, behaviour, and impulses, enabling them to adapt to different situations. • develop independence, self-care, and a sense of responsibility for their actions and decisions. • form healthy relationships, cooperating with others, and developing empathy and respect.
<p>Physical Development</p>	<p><i>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood....</i></p> <p>By the end of the year, we aim for children to:</p> <ul style="list-style-type: none"> • develop large muscle movements, such as running, climbing, jumping, and balancing, to enhance strength and coordination. • develop precise hand and finger movements, essential for tasks like writing, drawing, and using tools.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
*Literacy	We're Going on a Bear Hunt	Pumpkin Soup Leaf Man	Izzy Gizmo	The Tiny Seed	Oi Frog	Where the Wild Things Are
Mathematics	Getting to know you Just like me	It's me 1, 2, 3 Light & dark	Alive in 5 Growing 6, 7 & 8	Growing 6, 7 & 8	To 20 & beyond First, than & now	Find my pattern On the move
Understanding the World (Science)	Let's Explore: Environment	Exploring Autumn	Ready Steady Grow	Signs of Spring	Animal Safari Creep Crawl Wiggle	On The Beach
Understanding the World (Humanities)	Let's Explore: Families/self	Celebrations and Festivals <i>Nativity Show</i>	Chinese New Year	Long Ago <i>Chertsey Museum Workshop</i>	Animal Safari: Caring for our Environments	Holidays/ Life in Different Countries
Physical Development	PSD sports coaches – Intro to PE Danny go	PSD sports coaches – Intro to PE Danny go	PSD sports coaches – Ball Skills Danny go	PSD sports coaches – Ball Skills Danny go	PSD sports coaches – Games Danny go	PSD sports coaches – Games Danny go
Expressive Arts & Design (Art/DT/Music)	Build It Up <i>Lego Workshop</i> Charanga	Puppets and Pop Ups Charanga	Marvelous Machines Charanga	Observational Art: Spring Charanga	Charanga	Textured painting (sand) Charanga

*Reading

Little Wandle Phonics:

From day 1, our children learn to decode words in daily whole class sessions and small groups by learning the sounds different letters make, and then blending them together. They also read lots of books, and are read to daily, to help them to practise these skills.