



Overview of Curriculum

The Children at Godshill EYFS will spend most of their time engaged in **play-based** explorative learning in our **well-resources** and **well-supported** environments both **inside** and **outside**. This play based learning does not have an immediate fix outcome, but our EYFS staff are mindful of the outcomes and the resources available are tailored to allow the children to **rehearse the skills** needed to reach the milestones for their curriculum goals.

As the children play they develop the **three prime areas of learning** (Communication and language, Personal, social and emotional development and Physical development) whilst also practicing their **characteristics of effective learning**. The resources available allow the children to explore their **specific areas of learning** (Mathematics, Literacy, Understanding the world and expressive arts and design).

We balance this play-based exploration with our carefully structured curriculum content. This content provides the **building blocks** and allows the children to access the **key vocabulary** that they will need as they move throughout school.

Our children have access to **adult-guided learning** and **direct learning** to learn the key skills and concepts. We have a rich vocabulary that underpins our curriculum and provides the children with the **communication skills** necessary to show they have understood the component knowledge of our curriculum.

The top priority of our curriculum is **communication** and we have an ambitious word list that we expose our children to as they progress through our early years foundation stage.

Our **planned curriculum** contains all the things that we want children to know, experience and be able to do as a result of their time in Godshill EYFS, however the children bring with them different experiences, interests and skill sets and so our **dynamic curriculum** becomes a 'living organism' that grows and adapts as required.

We define **learning** as 'a change in long-term memory' and we ensure that this is in place before we move on to the next concept. This has been carefully mapped out by our 8 curriculum goals (Challenge, Achieve, Respect, Enjoy, Imagine, Write, Make, Count)



CHALLENGE **ACHIEVE** **RESPECT** **ENJOY**

When developing our **dynamic curriculum** we take into account:

- Parents thoughts and expectations
- The children's interests
- The learning brought to us by our local environment and British values
- The component knowledge required to form the building blocks for future learning within our school.

All our curriculum goals are achievable to every child and we offer **scaffolding** and **extra support** to help **every child to access the curriculum** and ensure that they make progress through it. If a child moves quickly then our emphasis will be on **deepening their learning** rather than introducing new skills or concepts. For example if a child is able to make a model from their design we will challenge them to make a model using different resources, or perhaps try and join the model together without using sellotape.

Our 8 Curriculum Goals are:

Curriculum goals for 2022/2023		
	Nursery (milestone one)	Reception class (Final Milestone)
Challenge	To listen to a whole short story	To be able to play with other children whilst on the playground and in class (without adult intervention)
Achieve (create)	To cut own soft fruit snack	Create a planned model from recyclable items
Respect (care)	Use the feeling words	To make a map about how to walk safely around the Godshill
Enjoy (Investigate)	To act out an event during play	To investigate and ask questions about the world around them
Imagine	Play out a simple story with toys	To make up their own story
Write	Find their name from a selection of names	Write a card to their friend using their own name and a



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		sentence
Make	Mix 2 substances using a tool (Pretend cooking in the mud/sand/ water kitchen)	To follow a recipe to make a traditional british food (scone)
Count	Play a simple game with adult support, such as colour rolling race game, or bingo	To use a dice to play a simple board game

Our Curriculum goals are **unique** to the needs of the current cohort. We design them as a result of a **consultation with parents**, during our home visits in September. Their clarity, with the definition of a clear achievable **final goal** helps parents to get involved and support learning at home.

The first four goals reflect our schools **CARE curriculum** which also underpins the **characteristics of effective learning**. The first milestone within these curriculum goals forms the end goals of the nursery curriculum. The goals also have a British value and local history element to them.

At Godshill we want our curriculum to **‘create aspirational and purposeful learning opportunities which develop independence, curiosity and creativity’**

Metacognition helps children to talk more specifically about thinking in different contexts. It enables children to use a ‘plan-do-review’ approach to their learning.

Feedback is a continual aspect of our EYFS approach and the children receive **continual positive feedback**. This is a powerful minute-by-minute tool that helps provide a huge impact in helping the children stay motivated and move on to their unique next learning step. We use carefully chosen **vocabulary** when interacting with children to help them secure their use knowledge and move on to their next steps.

We use **Sustained Shared Thinking** with the children which allows them to explore solutions to a problem and work together to find solutions to problems, clarify concepts and extend narratives. Both the practitioner and the child contribute to the thinking and it develops and extends understanding.



Godshill
Primary School



Early Years Foundation Stage

Curriculum - Intent, Implementation, Impact

CHALLENGE **ACHIEVE** **RESPECT** **ENJOY**

As the children feel more secure with their learning we offer descriptive feedback that includes honest, kind, specific and helpful comments about their work (not the child) This teaches them that their efforts and changes are valuable and that the things they do can be improved, helping to develop a strong mindset.

To help all the children meet their goals we **'scaffold up'** our support rather than 'differentiate down' meaning that everyone is able to meet the early years curriculum goals. This means that no child has a limit.



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Curriculum EYFS Intent

Our overarching focuses on our curriculum are:

- **Challenge** - for children to self-regulate and show independence and resilience using their communication and language skills
- **Achieve** - To develop fluency in Maths and English
- **Respect** - For mental health and well being of themselves and others to be at the heart of all actions taken
- **Enjoy** - For the children's interests and needs to be developed through in-the-moment-planning and through partnership with parents.



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Curriculum Implementation

- Our school day is based around a basic **timetable**. The order of events on this rarely changes, however the length of time spent undertaking each activity changes as the children become more able to sit and listen or join in with a task for longer and longer.
- **Story of the day** - children have a voting system to help them choose which story they will listen to that day.
- **Free-play** - children are given the choice of where to play during free play
- **Self care** - Children are encouraged to wash their hands on returning from the outdoors, before lunch and after the toilet.
- **Tidy-up time** - is introduced as an activity that follow play and children develop a continued approach to tidy-up time
- **School behaviours** - Carpet sitting and table sitting, lining up and moving around the school have certain behaviours that they are encouraged to exhibit and these become permanent habits.
- **Supportive adults** - All our adults support the children's learning
- **Vocabulary** - All staff throughout the whole school model vocabulary and encourage children to:
 - Speak clearly
 - Speak calmly
 - Replace mistakes with corrections
 - Expanding their vocabulary by repeating sentences back to the children and then adding further vocabulary
- Daily read, write inc **phonics sessions** - fluency is built through retrieval practice and repetition, children are assessed regularly and moved on when required.
- Daily **Maths** session that are tailored to support the children's next steps
- **Weekly story** - a story is chosen for each week. This story is explored and added upon each day to help improve memory and key comprehension skills.
- Outside area - Children all have access to the outside area which includes mud kitchen, mud area, willow den, football area, large building blocks, trikes/bikes/other wheeled vehicles
- **Enabling environments** that allow for both indoor and outdoor experiences which help the children to develop strong characteristics of effective learning
- **Adaptable environments** – that evolve based on the childrens requirements and interests



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- **Open-ended resources** - such as loose parts (beads, bolts, wood, pebbles, shells)
- **Accessible resources** - children are able to collect resources as they need to help them develop their own ideas and play
- **Risk taking** - children are encouraged to explore their own ideas and encouraged to challenge themselves
- **Inclusive practise** - All children are scaffolded to enable them to meet their curriculum goals
- **Parent partnerships** - setup up with a home visit and then throughout the year with workshops, we also have an open door policy where parents are able to talk to us during drop off and pick up or for a private meeting if needs-be
- **Key events** throughout the year that support the Godshill curriculum and inspire the children, such as:
 - Nurse visits
 - Catering visits and workshops
 - Guest speakers
 - Walk the wight
 - Library visit
 - Farm visit
 - Appreciation days
 - Religious events
 - Local events



CHALLENGE ACHIEVE RESPECT ENJOY

Our Curriculum Impact

Curriculum goals

By the end of Nursery the children will be able to have met their **8 curriculum goals** and will be able to:

- To listen to a whole short story
- To cut own soft fruit snack
- Use the feeling words
- To act out an event during play
- Play out a simple story with toys
- Find their name from a selection of names
- Mix 2 substances using a tool (Pretend cooking in the mud/sand/ water kitchen)
- Play a simple game with adult support, such as colour rolling race game, or bingo

By the end of Reception the children will be able to have met their **8 curriculum goals** and will be able to:

- Play with other children whilst on the playground and in class (without adult intervention)
- Create a planned model from recyclable items
- Make a map about how to walk safely around the Godshill
- Investigate and ask questions about the world around them
- Make up their own story
- Write a card to their friend using their own name and a sentence
- Follow a recipe to make a traditional british food (scone)
- Use a dice to play a simple board game

(If a child requires scaffolding to meet their curriculum goal then this is reflected in their early learning goal assessment at the end of the year and used to inform their transition into year one.)

Component Knowledge

They will also have met all the vocabulary and component knowledge required to help them remember the building blocks for the Godshill Curriculum.



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Characteristics of Effective learning

By the end of Reception:

Playing and Exploring Observations

- Realise that their actions have an effect on the world, so they want to keep repeating them.
- Plan and think ahead about how they will explore or play with objects.
- Guide their own thinking and actions by talking to themselves while playing.
- Make independent choices.
- Bring their own interests and fascinations into early years settings. This helps them to develop their learning.
- Respond to new experiences that you bring to their attention.

Active Learning Observations

- Participate in routines and begin to predict sequences because they know routines.
- Show goal-directed behaviour.
- Begin to correct their mistakes themselves.
- Keep on trying when things are difficult.

Creating and Thinking Critically Observations

- Take part in simple pretend play.
- Sort materials.
- Review their progress as they try to achieve a goal and check how well they are doing.
- Solve real problems.
- Use pretend play to think beyond the 'here and now' and to understand another perspective.
- Know more, so feel confident about coming up with their own ideas. Make more links between those ideas.
- Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions