

Harewood C of E Primary School, Early Years Foundation Stage (EYFS) Curriculum Overview 2026-27

*Also see the Long Term Curriculum Plan, Reading books Overview,
Long Term Planning for Continuous Indoor and Outdoor Provision and whole school Key Knowledge Progression Documents.*



This Long-Term Curriculum Overview sets out our values and pedagogy for Class One (EYFS) at Harewood C of E Primary School. It explains why we teach what we teach in order that our children will learn more, remember more, find joy in their learning and are prepared for lifelong learning 'Education for Life in all its Fullness'. More information about what we will teach can be found in the Long Term Curriculum Plan. The Early Learning Goals (ELG), detailed on pages 6 to 8, are taken from the Revised EYFS Framework (2023) and are clearly defined within the seven individual areas of learning. These Seven areas shape activities and experiences for children through the EYFS. However, we are mindful that all areas of learning are interconnected and equally important for an meaningful curriculum full of challenge, rich experiences and a positive emotional connection to the environment and what we want children to learn. Rich, playful and joyful learning opportunities motivate children to learn more and empower them to become leading and reflective partners in their own learning. The prime areas of learning and development, Communication and Language, Personal, Social and Emotional Development and Physical Development, underpin all the other areas and are of the utmost importance. They are supported and developed every day in all that we do together and through the adult's conduct as role models for developing language, respect for each other and learning, as well as being specifically planned for in dedicated teacher led sessions. Co-constructed, clear expectations and boundaries for behaviour and respectful classroom routines set out our high expectations and provide an environment where all children can thrive.

The Characteristics of Effective Teaching and Learning, which underpin child development and learning behaviours, are also reflected on continuously throughout our curriculum in its entirety (not just in directly taught sessions). More detailed information about the overarching principles, which shape our practice (a Unique Child, Positive Relationships, Enabling Environments and Learning and Development) along with the characteristics of effective teaching and learning, the seven areas of learning and development and the ELG can be found in the Statutory Framework for the EYFS (2023) and the non-statutory curriculum guidance for the EYFS, Development Matters document (revised July 2021)

The Early Learning Goals are not the curriculum, but they do mark important milestones in child development and encapsulate the knowledge, skills and understanding children should have reached at the end of the EYFS. Consequently, the children will be assessed against them in July to inform their EYFS Profile summative assessment, celebrate achievements with their parents and facilitating accurate and considered transition to Year One. Likewise, it is impossible to outline here all the continuous learning which takes place during the school day. Children learn from each other and adults through our daily routines, sharing stories, conversations, discussions, negotiations and sustained shared thinking when they are playing and learning in the areas of continuous provision.

Children do not learn in a linear fashion; all their learning and experiences build upon each other and they develop firm foundations from revisiting learning and concepts in different contexts or through repeated experiences. The practitioners who work in Class One recognise each child's individuality, their strengths, the things they need more help with and the things which fascinate and motivate them. Consequently, our curriculum is designed to be flexible in order to enable knowledgeable adults to continually facilitate learning as co-creators of valuable learning opportunities. Depth in their learning is much more important than rushing children on before they have a deep understanding of important concepts, knowledge and skills. It is therefore so important that we

understand each child's next steps and our curriculum is planned to be sequential so no steps or opportunities are missed along the way. However, it will always be responsive to the individual children.

Non-statutory guidance used to inform this curriculum plan includes, Development Matters (revised July 2021), Birth to 5 Matters (March 2021) and Principles into Practise (revised July 2021) amongst many other sources.

In the previous three cohorts at Harewood there has been evidence of a decline in some children's personal, social and emotional development, as well as their language and communication skills. This may be as a result of reduced social interactions earlier in their lives due to the COVID pandemic restrictions. However, all children are individuals and each will each bring with them differing experiences when they begin school and ongoing formative assessment of their individual needs will enable a stimulating and developmentally appropriate curriculum for all. Planning for learning will be adapted as necessary to support the children and careful consideration will be given to any gaps in development. If, once again planned activities and social interactions need to be changed to comply with the School's Risk Assessments and Government guidelines, they will not be a barrier to the ambition we have for our children.

The new (2025) statutory Reception Baseline Assessment, RBA, will be carried out within the first six weeks of the autumn term, as will a formative baseline assessment for my own for planning and provision purposes. In addition, we will use language assessments to highlight any language specific issues.

This is a working document and it will be reviewed and updated as appropriate throughout the year. A final review will be done in the summer term in preparation for the new school year. Each new cohort of children bring their own ideas, interests and fascinations so flexibility in the planning and delivery as well as the continuous provision is vital. For this reason, much of the skills progression across the year, detailed the Long term plan can be delivered in a wide range of ways.

<p>Understanding and Valuing the Characteristics of Effective Teaching and Learning</p>	<p>The ways in which children engage with each other, adults and their environment are known as the characteristics of effective teaching and learning. They underpin child development and learning behaviours and link very closely with the PSED learning and development curriculum, specifically the areas of executive function (<i>hold information in mind, focus attention, think flexibly and inhibit impulsive behaviour</i>) and self-regulation (<i>concentrate, plan, monitor and adapt, regulate feelings, show patience and resilience when things get difficult</i>).</p> <p>These characteristics will be reflected on as children work and play within the seven areas of learning and beyond, whether they are working and playing independently or collaboratively with adults and their peers.</p> <p>The characteristics of effective teaching and learning have been put into three categories: <u>Playing and Exploring</u> - children investigate and experience things. They engage and 'have a go'. <u>Active Learning</u> - children demonstrate motivation, get involved and concentrate. They keep trying when they encounter difficulties and enjoy achievements. <u>Creating and Thinking Critically</u> - children have and develop their own ideas, make links between ideas and develop strategies for doing things.</p>
<p>Following Children's Interests</p>	<p>We believe that the best way for young children to learn and to develop is to allow them time and opportunities to follow their own lines of enquiry, try out their own ideas and return to activities that interest them. These lines of enquiry, which children initiate in all areas of learning, inside and outside, will be enabled and facilitated by adults. Consequently, all aspect of the EYFS Curriculum, detailed below, will be enhanced by adults supporting children's individual learning and next steps through their play, as well as through planned or more</p>

	<p>structured activities. Provocations, either planned in line with seasonal events and celebrations, adult initiated, after close observation of the children’s interests and developmental needs, or those introduced by the children, may be short lived or develop into longer term projects. They may continue to be child-led but will always be supported by adults in order to make the most of learning opportunities. The children will be encouraged to work collaboratively in small groups or as a whole class as appropriate. Visits out of school and visitors to the classroom will be used to support the children’s interests and learning. Support from home is vital in order to get the best from these learning opportunities and input from our families is encouraged through the year. Show and Tell sessions by the children and the use of Tapestry to help families share in their learning will help this learning cross seamlessly from school to home and visa- versa. Listening to children, valuing their ideas and respecting their home lives is an integral part of the learning process in Class One.</p> <p>The continuous provision in Class One helps children to develop their own interests. In provision we provide resources and experiences that children can return to regularly and, when appropriate, for extended periods of time. This means children can practise and develop their interests, skills and knowledge. We regularly provide new stimulating resources or provocations to introduce new concepts, spark new fascinations or to respond to the children’s interests. Consequently, our continuous provision is a shared space which is also a very personal one, constantly evolving and developing over the year. See the Long Term Planning for Continuous Indoor and Outdoor Provision document.</p>
<p>The importance of Play in our curriculum</p>	<p>The following is taken from ‘Working with the revised Early Years Foundation Stage - Principles into Practice’ by Julian Grenier. It is backed up by much educational research and my personal experience.</p> <p><i>Play is an essential part of the early year’s curriculum. It includes:</i></p> <ul style="list-style-type: none"> • <i>play which is child-led: freely engaged in and enjoyed by children.</i> • <i>play which is sensitively supported and extended by adults.</i> • <i>play which is guided towards specific educational outcomes.</i> <p><i>Free play is crucial to children’s development. It’s enjoyable and it helps children to develop their social skills and their self-regulation. Playing freely helps children to become more imaginative, more creative, and become better prepared to tackle difficult problems and solve them. High-quality play is supported by well organised environments which respond to children’s interests, and which widen those interests by introducing to children to new materials, experiences, activities and artistic expressions.</i></p> <p><i>Play which is sensitively supported by adults is one of the key ways for young children to learn. As Professor Iram Siraj argues, ‘play is widely recognised as a leading context for the child’s acquisition of communication and collaboration skills’. For example, regular play with blocks helps children to develop their co-ordination. They have to place and balance blocks carefully to build structures. It also helps children to develop their attention: you have to concentrate hard to make sure that a tall tower doesn’t tumble down! As children make more complex structures with blocks, practitioners can point things out to them. They can use ordinary language to talk about the different shapes of blocks, words like ‘curved’, ‘straight’, ‘thin’ or ‘long’. They can rephrase children’s everyday language as mathematical language, for example refining ‘big’ to ‘tall’. They can introduce early measurement concepts and ways of making comparisons, like ‘taller than you’ and ‘shorter than you’. They can introduce counting and number concepts like ‘one more’.</i></p> <p><i>‘The EPPSE Project found that children’s play in the most effective settings was two thirds child-initiated and one third adult-initiated. In excellent settings, adults supported and extended children’s self-initiated play more often. However, adults did not</i></p>

	<p><i>dominate the play. They backed off when children wanted to take over the play on their own.'</i> <i>(Effective pre-school, primary and secondary education project (EPPSE 3-16+) (Taggart, B., Sylva, K., Melhuish, E., Sammons, P. and Siraj, I., 2015)</i></p> <p>As our new children begin this school year, I am very mindful of potential gaps in experiences, language and knowledge caused by their interrupted pre-school experiences due to COVID 19 restrictions. Consequently, the balance of free play, supported play, guided play based activities and more formal learning will continuously change through the year as the children are prepared for Year One.</p>
<p>Rational for how we teach British Values in Class One</p>	<p>Democracy: making decisions together. We encourage children to see their role in the bigger picture, encouraging them to know that their views count, value other views and value and talk about their feelings, e.g. knowing when they do or do not need help. We demonstrate democracy in action, e.g. sharing ideas on what story to read, game to play or the theme of specific classroom and garden areas. We use a voting system to choose the most popular choice on some of these occasions. We teach children about turn taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.</p> <p>Rule of law: understanding that rules matter. We will ensure that children understand their own and others' behaviour has consequences. They help to devise rules along with codes of acceptable behaviour and consider the consequences of not following them. They learn to distinguish right from wrong. We demonstrate fairness for all and follow the school's behaviour policy, which advocates a reflective and restorative approach to relationships.</p> <p>Individual liberty: freedom for all. Children will develop a positive sense of themselves. We provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, e.g. through allowing them to take risks and reflect on their experiences and learning. We encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions.</p> <p>Mutual respect and tolerance: treat others as you want to be treated. We strive to create an ethos of inclusivity and tolerance where different views, faiths, cultures and races are valued in school, within families and in the wider community. We share information about other cultures through Show and Tell sessions, visitors and visits out of school. Children learn about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions. We share and celebrate each other's traditions, celebrations and experiences. We discuss, explain and model the importance of tolerant behaviours such as sharing, respecting property and the opinions of others. We promote diverse attitudes and actively challenge stereotypes, e.g. sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.</p>
<p>Rational for books used to support learning</p>	<p>Books and storytelling for fun and for learning are the backbone of our daily lives in Class One. Children should delight in sharing stories and making stories of their own, sometimes based on stories they have heard or from real-life experiences. They demonstrate their storytelling through their art and mark making, their small world play, games they invent and their role play. Reading with children opens up a world of new ideas, new vocabulary and language structures which they might not otherwise experience. Children are read to every day by an adult, at least once and this is in addition to stories which have been chosen for a particular theme and learning opportunity. Once the children are at school time, at the beginning of the school year, we will start and end each day with a shared book. Books chosen and stories told will link to all seven areas of learning and development and they are a rich source of new and exciting vocabulary to explore and learn together. In addition to adults reading to children, they also read regularly to each other and to adults. Once a day we have a dedicated 'choose a book' time when they are encouraged to look at independently or share one with a friend. Children are</p>

	<p>encouraged to bring books from home to also share with the class (in addition to the weekly Show and Tell opportunity). See the Class One Whole Class Reading Overview – Texts to Share with Children document. The books on this Reading Overview and other literature (e.g. electronic stories and information) are specifically linked to learning broken down termly on the list. The frequency of reading will sometimes depend on their effectiveness with each cohort and popularity – some will be read many times. Whenever possible appropriate books are linked to specific areas of the Curriculum. The list is a working document and will be regularly reviewed and adapted. Parents will also be encouraged to share books with their children and, we will facilitate a book lending scheme, as well as a ‘book swap’ event. There will be a clear distinction made between the Lending Library Books, for adults to read to children and the phonics practise books, which are taken home for the ‘Home and School’ reading daily. In contrast, these Home and School reading scheme books are closely matched to the children’s phonetic abilities.</p> <p><i>*Books to enhance learning and those read for pleasure will be made available to families on-line in the event of home learning or blended learning requirements due to absence or illness.</i></p>
<p>Rational for Religious Education teaching in Class One (RE)</p>	<p>All that we do in school reflects our commitment to our Christian Vision - 'Education for life in all its fullness' and our values of: Honesty, Forgiveness, Courage, Hope and Community. Explicit links will be made through incidental opportunities, conversations relating to faith and from our dedicated RE lessons to other areas of the curriculum (shown in brackets where appropriate on the table below). As well as having regular RE lessons, the children learn about Christianity and other cultures and beliefs through PSED sessions and whole school/class based Collective Worship. Themes from our RE curriculum will also be encouraged through provision and children take what they learn into areas such as role play, small world play and creatively through art and modelling.</p> <p>RE lessons provide a great opportunity to be reflective and inclusive with opportunities to think about the distant past as well as recent events in children’s own lives. It will focus children on the natural world and build a sense of awe and wonder about the world (spirituality).</p> <p>We will examine different cultures and places in our world and have opportunities to share individual families’ values, traditions and faiths. RE also provides opportunities for children to be physically expressive, creative and to explore art and religious symbols.</p> <p>As well as the huge amount of knowledge children will learn through the RE curriculum the concepts and activities will be structured in such a way to also develop the children’s confidence and skills as the year progresses. For example, cutting, sequencing and sticking activities to support knowledge of the creation story and considering characterisation and performing a directed play to help us learn the Nativity story in the Autumn term; Creating our own parable to help us remember an important piece of learning or behaviour we want to foster and creating our own art work inspired by nature in the Spring term; considering ways we can look after the world and reflecting on our learning over the year so we can write about our achievements in the Summer term.</p> <p>We often have a wide range of faiths represented in Class One (as well as throughout the school) and some families with no strong specific faith. Our RE lessons are an even split between Christian beliefs and other faiths. In addition, we will make the most of opportunities to learn about the faiths or beliefs of our families by encouraging information from home about special celebrations and traditions. This helps the children to really understand the meaning of tolerance and helps them to see that we have much more in common with other faiths than we have differences. We will, in all our teaching, encourage the children to reflect on their own experience, relate these experiences in a religious context and respond to what they learn. The central themes of love, compassion, family and community will always be emphasised.</p>

EYFS Early Learning Goals (September 2023)

EYFS Prime Area - Communication and Language (CAL)

ELG: Listening, Attention and Understanding Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking Children at the expected level of development will: -

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;

- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

EYFS Prime Area - Personal, Social and Emotional Development (PSED)

ELG: Self-Regulation Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

EYFS Prime Area - Physical Development (PD)

ELG: Gross Motor Skills Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

EYFS Prime Area - Physical Development (PD) - continued

ELG: Fine Motor Skills Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

EYFS Specific Area – Literacy (L)

ELG: Comprehension Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

EYFS Specific Area – Mathematics (M)

ELG: Number Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

EYFS Specific Area - Understanding the World (UW)

ELG: Past and Present Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: The Natural World Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

EYFS Specific Area - Expressive Arts and Design (EAD)

ELG: Creating with Materials Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.