Braishfield Primary School EYFS Curriculum



Core Curriculum

Our EYFS curriculum systematically exposes children to a broad and balanced progression of knowledge, skills and enriching experiences. The core curriculum remains largely consistent each year and ensures that children develop the essential knowledge and understanding required for a successful transition to Year 1.



Unique Children

Staff respond to children's ideas, questions, strengths and needs, adapting provision and planning to ensure learning remains relevant, engaging and purposeful. This changes every year, just like our children.



Aspirations

Our curriculum aspirations have been specifically designed to encompass the school's vision, values, and the ambitions we share for our youngest learners.

Core Curriculum

Our Core Curriculum is built on books and stories:



Grow Great Oaks From Little Acorns
BRAISHFIELD PRIMARY SCHOOL

Core Curriculum – Communication and Language

- Daily storytimes
- Rhyme time
- Retelling traditional tales and other stories
- All About Me







Core Curriculum – Personal, Social and Emotional Development

- Self-regulation: My feelings, Listening and following instructions
- Building relationships: Special relationships, My family and friends
- Managing self: Taking on challenges, My wellbeing









Core Curriculum – Physical Development

- Introduction to PE
- Fundamentals
- Dance
- Gymnastics
- Ball skills
- Games
- Swimming
- Bike skills
- Fine motor skills







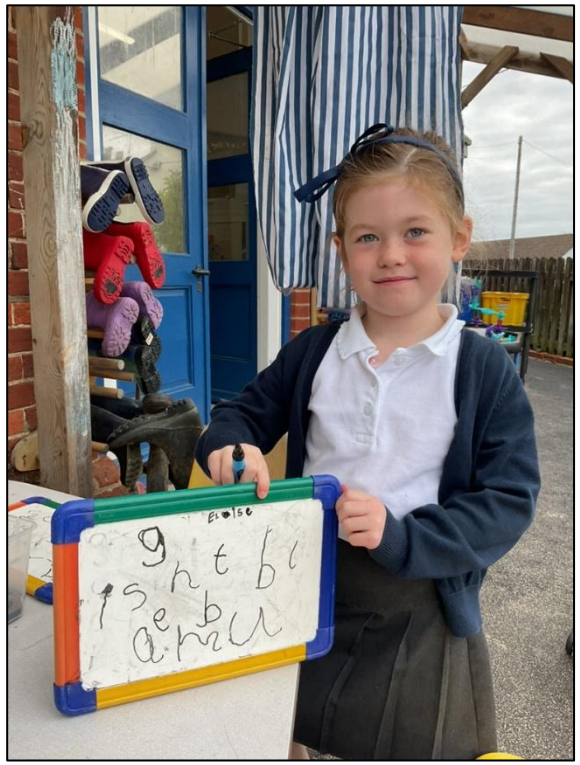


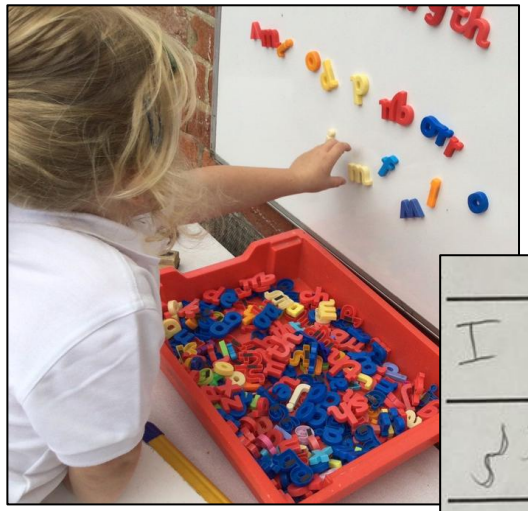


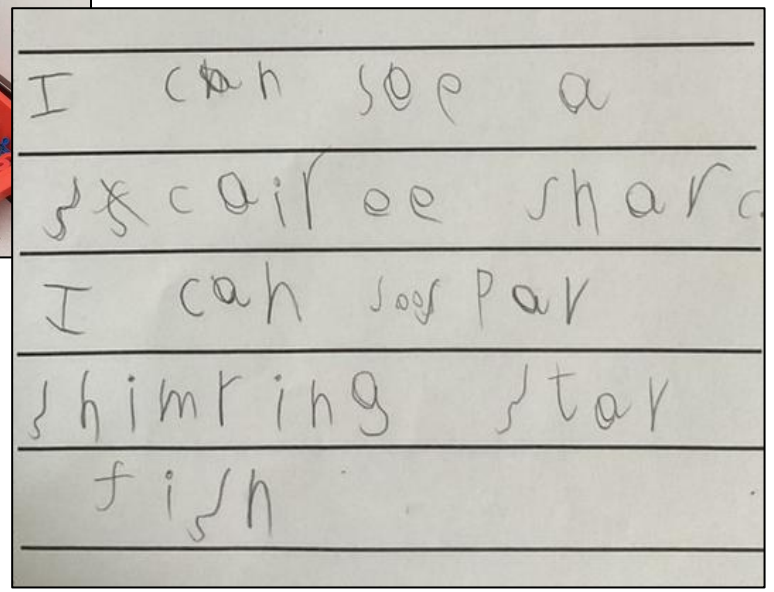
Core Curriculum – Literacy

- Phonics (Little Wandle)
- Reading
- Handwriting
- Writing names, labels, lists, captions, sentences











Little Wandle LETTERS AND SOUNDS REVISED ™

Grow · Great Oaks From Little Acorns · BRAISHFIELD PRIMARY SCHOOL

Core Curriculum – Mathematics

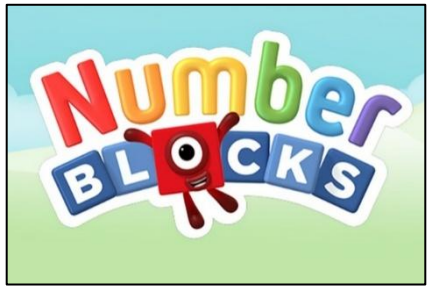


Mastering Number

- **Subitising** - Recognising the number of objects in a group without counting
- **Cardinality and Counting** - Understanding that the value of a number refers to the quantity, or 'howmanyness' of things it represents
- **Comparison** - Understanding that comparing numbers involves knowing which numbers are worth more or less than each other
- **Composition** - Understanding that one number can be made up from (composed from) two or more smaller numbers
- **Ordinality** – Understanding where numbers come in the number system and their relationship to one another
- **Shape and Space** – Understanding what happens when shapes move, or combine with other shapes, helps develop wider mathematical thinking
- **Pattern** – Looking for and finding patterns helps children notice mathematical relationships
- **Measures** – Comparing different aspects such as length, weight and volume, as a preliminary to using units to compare later



NCETM
NATIONAL CENTRE FOR EXCELLENCE IN THE TEACHING OF MATHEMATICS



Core Curriculum – Understanding the World

- All About Me
- Jesus' birthday
- Followers of Jesus
- The Easter story
- The Gurdwara
- The 5 Ks
- E-safety
- Technology around us
- Past and present
- People who help us
- Exploring maps
- Around the world
- Science weeks
- Growing and changing
- Animals and their habitats







Core Curriculum – Expressive Arts and Design

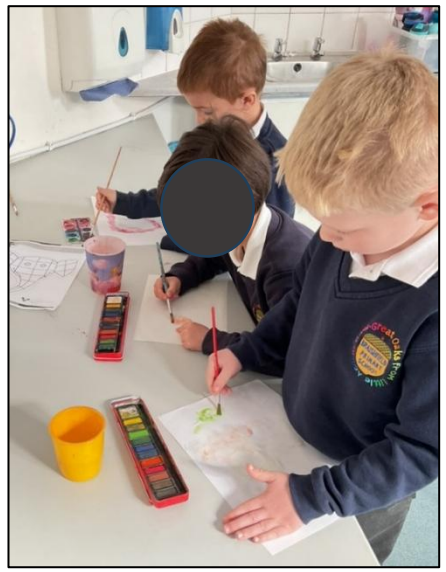
- Drawing
- Painting
- Printing
- Collage
- Junk modelling
- Sculpture
- Sewing
- Dance
- Drama
- Music











Core Curriculum – Other key experiences

Christmas & Easter services in church

Teddy Bear Hospital

Chicks and caterpillars

Sports day

World Book Day

Autumn muddy welly walk

Summer fayre

Cooking

Local farm visit

Nativity performance

Aquarium trip

Visitors – People who help us

Teddy Bear concert

Gurdwara visit

Transition workshop

Core Curriculum – Other key experiences





Autumn muddy welly walk

Core Curriculum – Other key experiences



Cooking

Visitors – People who help us



Core Curriculum – Other key experiences





Teddy Bear Hospital

Core Curriculum – Other key experiences

Christmas & Easter services in church





Teddy Bear concert

Core Curriculum – Other key experiences

Nativity performance



Core Curriculum – Other key experiences

Local farm visit







Chicks and caterpillars

Core Curriculum – Other key experiences

Gurdwara visit





Core Curriculum – Other key experiences



Sports day



World Book Day

Core Curriculum – Other key experiences



Aquarium trip





Our Curriculum Aspirations



Be Kind

Plan a picnic for the new Year R cohort

Children will learn about friendship, empathy, and community through shared experiences. They will take part in discussions and activities that help them think about how to make others feel welcome. As the year progresses, they will use these skills to plan and host a picnic for the new Year R children, demonstrating kindness and care for others.

Be Brave

Write a transition letter to their Year 1 teacher

Children will build confidence in mark making and writing throughout the year. They will explore different ways to express their thoughts and feelings, developing resilience and independence. By the end of the year, they will use their growing writing skills to create a personal letter, showing courage as they look forward to the next stage of their learning journey.

Be Ready To Learn

Share a learning journey through a class floorbook

Children will enquire about the world around them through play and exploration. They will develop their communication and language skills, recalling and discussing key learning experiences. Over time, children will gain confidence to talk about what they have learned and share their achievements with parents and the school community through the class floorbook.

Be Your Best

Contribute to the Summer Fayre through a class project or performance

Children will explore creativity and collaboration through art, music, and design. They will practise perseverance and pride in their work, learning to share their talents with others. Their efforts will culminate in a class contribution to the school summer fayre, where they will showcase their best work and celebrate their achievements as part of the wider school community.

BE KIND

Curriculum Aspiration: Plan a picnic for the new Year R cohort

By the first milestone (October): Children will begin to explore the concepts of friendship and sharing within their new classroom community. They will practise taking turns, using kind words, and welcoming others into their daily play. Through adult-guided stories and simple group games, children will start to notice and name a range of feelings.

By the second milestone (January): Children will develop deeper empathy by recognising how their actions affect the feelings of others. They will actively participate in circle times to discuss ways to make everyone feel included and safe. During collaborative play, they will show growing independence in solving minor conflicts and will practise offering comfort or help to a friend who is upset.

By the third milestone (April): Children will reflect on their own transition into school to help them gather ideas on how to welcome next year's cohort. They will work in small teams to share thoughts, listen to others, and map out the activities needed for a special event. Through structured role-play, they will practise being hosts and showing kindness, care, and hospitality to visitors.

By the final milestone (July): Children will learn about friendship, empathy, and community through shared experiences. They will plan and host a picnic where they confidently talk to new parents and children about school life to help them feel welcome. They will demonstrate kindness, care, and independence throughout the event, successfully delivering a welcome experience of their own design.

BE BRAVE

Curriculum Aspiration: Write a transition letter to their Year 1 teacher

By the first milestone (October):
Children will begin to have a go at activities before asking for help and will be able to play by themselves for a short while. They will begin to use different tools to strengthen their fine motor skills, including pencils for writing. They will make marks to represent writing in their play, recognise their own name and begin to write it independently.

By the second milestone (January):
Children will be able to organise their belongings in the mornings and at home time. They will share their interests by discussing their intentions for Independent Learning Time. Children will write graphemes to represent alphabet sounds and, with support, read and write simple words by blending and segmenting.

By the third milestone (April):
Children will independently share their feelings and opinions during circle time and will confidently talk about their own families. They will read and write words containing digraphs, begin to use spaces between words, and, with support, start sentences with a capital letter and end with a full stop.

By the final milestone (July):
Children will independently use their phonics knowledge to write some key facts about themselves in a letter to their Year 1 teacher, showing pride and courage in sharing their achievements and hopes for the year ahead.

BE READY TO LEARN

Curriculum Aspiration: Share a learning journey through a class floorbook

By the first milestone (October):
Children will transition into school, building relationships with peers and familiar adults. They will share their interests with others through collaborative play and participate in small group discussions. With support, children will begin to discuss what they have enjoyed and achieved during their independent exploration and learning.

By the second milestone (January):
Children will have the opportunity to share their learning journal with parents and carers. They will independently explain the learning they have done and how they went about it. They will begin to suggest ways to further develop their activities during their independent exploration and learning.

By the third milestone (April):
Children will confidently select resources and sustain concentration on their chosen activities. They will begin to adapt their approaches to learning when necessary. Children will articulate their current learning to the wider school community during assembly with support.

By the final milestone (July):
Children will have enquired about the world around them in a number of contexts. They will have contributed to learning journals which demonstrate their understanding of the world. Children will choose their favourite learning journey from the year and confidently discuss their learning with an unfamiliar adult (such as a school governor).

BE YOUR BEST

Curriculum Aspiration: Contribute to the school summer fayre through a class project or performance

By the first milestone (October):
Children will be active and energetic in their PE lessons and outdoor play, developing balance, coordination, and spatial awareness. They will explore creative activities, such as music, movement, and art, to express themselves. Children will begin to use tools safely and persevere when faced with new challenges.

By the second milestone (January):
Children will participate in simple dance routines and collaborative art or design projects, following instructions and working cooperatively with peers. They will perform to familiar audiences, such as during the Nativity, building confidence and pride in their efforts. Children will begin to reflect on what helps them do their best and celebrate achievements with others.

By the third milestone (April):
Children will refine their physical and creative skills through structured PE and expressive arts sessions. They will show perseverance, teamwork, and independence in completing tasks and begin to evaluate their own work. Children will take on small roles and responsibilities in preparing for whole-school events, recognising the importance of contributing to the school community.

By the final milestone (July):
Children will demonstrate persistence, cooperation, and a positive attitude when preparing for their class contribution to the school summer fayre. They will work together to create a performance or project to share with an audience, applying coordination, timing, and creativity. Children will take pride in their achievements and celebrate being part of the wider school community.