



JACKSDALE PRIMARY SCHOOL EYFS CURRICULUM INTENT, IMPLEMENTATION AND IMPACT

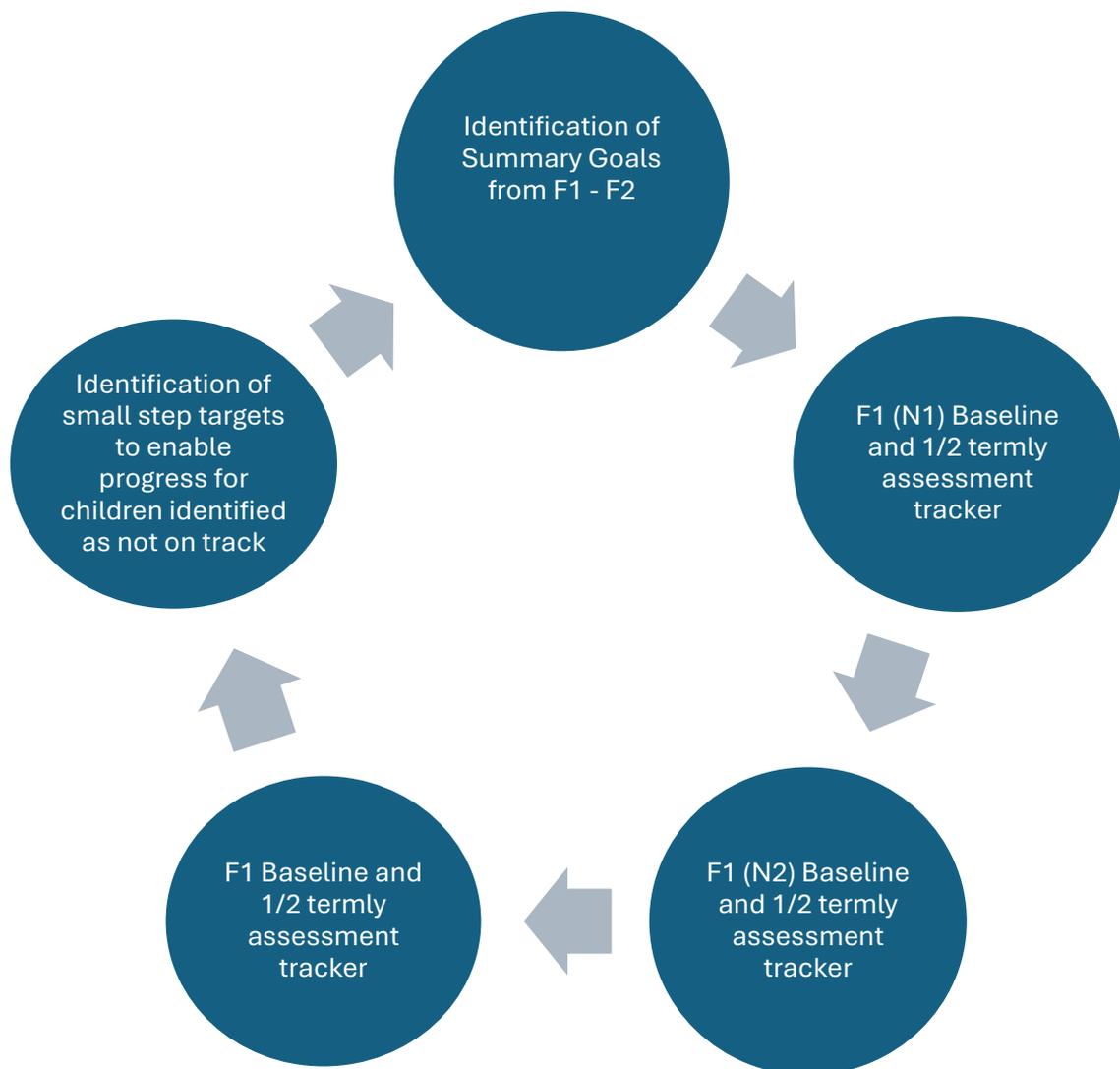
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Identification of the key documents which enable the Jacksdale Early Years Curriculum to be embedded so pupils have the best opportunities and outcomes on transition to Key Stage 1

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In Jacksdale School's EYFS Unit, we know that it is vital to identify the learning pathway which will enable our youngest learners to achieve the nationally identified Early Learning Goals at the end of their Reception Year.

This demonstrates the continuum for learning which underpins every aspect of the Jacksdale EYFS Curriculum Development (most recently evaluated, reviewed and rewritten in June 2024).



The [identification of the Summary Goals from F1 – F2](#) is used as the starting point for ensuring that all opportunities are crafted to enable our children to make the progress expected at such a young age within our setting.

As every setting is unique, we use the information gained from observing and interacting with the children in our setting to identify both individual and cohort specific strengths and areas for development, using our bespoke baseline and ½ termly assessment tracking grids:

[F1 \(N1\) Baseline & Half Termly Tracking](#)

[F1 \(N2\) Baseline & Half Termly Tracking](#)

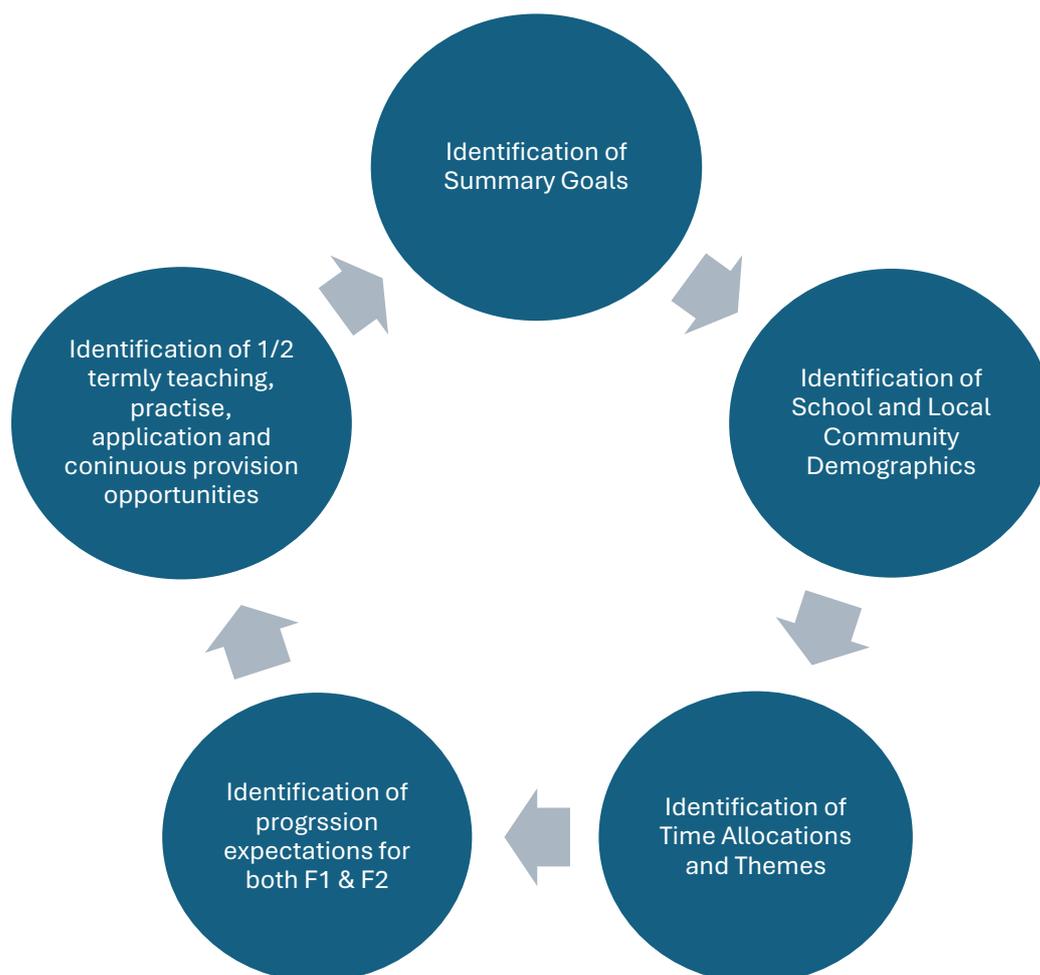
[F2 Baseline & Half Termly Tracking](#)

The EYFS staff meet every 6 weeks to assess all pupils individually and identify any pupils who are not on track to meet the summary goal for that time period.

Reference is made to the [EYFS Benchmarking Overview](#) to identify small steps to target teach and create bespoke opportunities for the children to achieve in particular areas the following half term. This may take the form of individual targets or, in some cases, adapting the planned curriculum areas to meet the needs of the cohort in a particular area with a greater focus.

Some children are working below this level and they are identified early by staff working in EYFS. We ensure these children make small steps of measurable progress using B-Squared Early Steps which is reviewed by the child's key worker termly. Small steps of progress are discussed within the half termly meeting with all EYFS staff and added to the child's Pupil Profile which is shared with parents. Parents have the opportunity to discuss this with their child's key worker by arranging a meeting or at the termly parents evening.

From September 2024, the whole school tracking programme – INSIGHT – will be used to gain an overview for each cohort based on factors such as gender, free school meals, term of birth and ethnicity. This will continue to give us an insight into ensuring that the Jacksdale EYFS curriculum is 'right' for the children in our community.



Working in partnership with Sarah Quinn, one of the UK's leading early years practitioners, we have developed our Jacksdale [Early Years Curriculum](#) , mapping out the learning for all EYFS children across 3 identified key themes:

Autumn: Celebrations

Spring: Big Adventures

Summer: Our Wonderful World

These key themes encompass our school values of kindness, safety and respect and provide key building blocks upon which learning is built on throughout Key Stage 1 and 2.

The 3 themes are furthermore broken down into half termly cycles:

AUTUMN: CELEBRATIONS	
<p>This is Me: Rules & Routines Myself Family Feelings Harvest</p>	<p>CELEBRATE WITH US! Festival of Light – Diwali Bonfire Night Remembrance Day Anti-Bullying Week Christmas Birthdays</p>
SPRING: BIG ADVENTURES	
<p>Traditional tales: The 3 Little Pigs Goldilocks Gingerbread Man</p>	<p>Imagination & Beyond: Fairies and Unicorns Pirates and Mermaids Elves and Gnomes</p>
SUMMER: OUR WONDERFUL WORLD	
<p>Our Familiar World Where we belong – Jacksdale / England Lifecycles: animals & plants (planting / growing)</p>	<p>The Wider World Hot & cold: climates / countries: animals Land & sea: animals Lifecycles: ourselves / change / transition / conquering our fears</p>

By linking the themes to topics which relate to both the children in our community which reflect their lived experiences - and the wider world which they may not have encountered before - we aim to give every child the opportunity to develop their knowledge and understanding of their place in the world (in which they are familiar), leading to a greater knowledge and understanding of cultures and environments globally.

Due to the nature of the EYFS unit, learning is completed on a two year cycle to ensure children's learning is built on within Nursery and mastered in Reception. The second cycle can be seen here.

AUTUMN: CELEBRATIONS	
<p style="text-align: center;">Feelings / Emotions The Colour Monster The Colour Monster goes to School</p> <p style="text-align: center;">Nursery Rhymes</p> <p style="text-align: center;">What makes a family? The Tiger who came to Tea All Kinds of Families</p>	<p style="text-align: center;">Wandering into Winter We're going on a leaf hunt Tree</p> <p style="text-align: center;">Seasonal Celebrations Bonfire Night – 5th November Anti-Bullying Week – 10th – 14th November Children in Need – 14th November</p> <p style="text-align: center;">Winter Winter is here - Kevin Henkes</p> <p style="text-align: center;">Christmas The Nativity Story The Jolly Christmas Postman</p>
SPRING: BIG ADVENTURES	
<p style="text-align: center;">Traditional tales: Goldilocks and the Three Bears Jack and the Beanstalk The Frog Prince</p> <p style="text-align: center;">Chinese New Year – 17th February 2026</p>	<p style="text-align: center;">What's your superpower? Traction Man Supertato</p> <p style="text-align: center;">How do Superheroes get around? We catch the bus Mr Grumpy's Motor Car</p>
SUMMER: OUR WONDERFUL WORLD	
<p style="text-align: center;">People who help us Doctors & Nurses Fire People Police Postmen Vets Teachers</p>	<p style="text-align: center;">The Wider World Learning about some of the different countries in our World</p> <ul style="list-style-type: none"> • UK – The Tower Bridge Cat (Tee Dobinson) • Finland • Australia – The Koala who could (Rachel Bright and Jim Field) • Kenya – Handa's surprise (Eileen Browne) • Brazil – Rex the Rhinoceros Beetle (M.G Lenoard) • India – A gift for Amma (Meera Sriram) <p style="text-align: center;">Transition</p>

The provision in our EYFS unit is carefully planned for so that all children have equal and enhanced opportunities to explore, investigate and lead their own learning based on quality first teaching and interactions. By utilising key national documents including, but not limited to [Birth to 5 Matters](#), including 'Characteristics of Effective Learning'; [Development Matters](#); [EYFS Statutory Framework](#); [Common Play Behaviours](#) all staff who are planning, delivering and assessing our children are able to reference, elicit and make use of best practice from both statutory and non-statutory evidence based sources.

In line with Key Stage 1 and 2 of Jacksdale Primary School, our EYFS children access early reading and writing provision through the RWI programme, which has been embedded across Early Years, KS1 and KS2 since June 2022. Within the EYFS unit, this is offset by the use of pre-phonics (Letter and Sounds). Both programmes are planned on a bespoke process of a 6 weekly cycle so that every child has focused access to 'keeping up, not catching up'. In Spring Term, Big Explorers will begin their RWI journey and start to learn sound pictures which correspond to the RWI sounds. This is continued in the Summer term with learning some letter names.

The daily timetable demonstrates both discrete teaching and learning sessions, substantiated by the enhanced continuous provision within the unit.

Early maths is taught using a combination of White Rose Maths and the NCETM Mastering Number in line with our KS1 and KS2 maths provision. Some incidental maths is planned for and apparent in all parts of the day, both in discrete teaching and enhanced continuous provision.

The [daily timetable overview](#) identifies opportunities for F1 and F2 pupils have access to age appropriate taught sessions, alongside mixed age sessions so that all pupils are able to develop relationships with a wider age range of peers, thus focusing on their own identity, communication and personal development within the setting. This mirrors the whole school vision of ‘every individual being valued and making a valuable contribution to school life so that they are the best that they can be’.

	8:45	8:45-9:00	9:00 – 9:10	9:10 – 9:25	9:30 – 10:30	10:30-10:45	10:45-11:15	11:15 – 11:30	11:30 – 11:40	11:40 – 12:00
F1 (nursery)	GATE 8:45 Start Time	Self register Exercises Hello Song	Fine Motor Carousel	Letters and Sounds ■ / ■ ■ / ■ Introduce activities	Continuous provision Outside 9:30-10:00 ■ ■ 10:00 – 10:30 ■ ■ Inside 9:30 – 10:00 - ■ ■ 10:00-10:30 - ■ ■	Snack and incidental Maths (check Maths planning for day)	Continuous Provision: Free flow Inside ■ / ■ / ■ Outside ■ / ■ / ■		Story Song Rhyme Game Puppet	F1 morning children collected 11:45
F2 (reception)		GATE 8:55 start time	Morning job	RWI ■ / ■ Children back to provision for introduction to Drawing Club (■)		Snack & story	Drawing Club M W F ■ / ■ Adult Focus T Th ■ / ■	UW linked to topic	Ready for lunch	All day F1 and F2 children move to lunch

	12:40	12:40 – 1:00	1:00 – 1:05	1:05 – 1:30	1:30 – 1:35	1:35 – 2:00	2:00 – 3:00	3:00 -3:15	3:15 – 3:20	3:20 – 3:30	3:25 – 3:40
F1 (nursery)	Start Time	Self register Exercise Letters and Sounds time	Register	Fine motor Carousel	Exercise	Number Time ■ / ■ / ■ (WRM)	Continuous Provision Outside and inside	Snack Incidental maths	END SESSION: SKILLS Season Weather Day of the Week		Singing / Rhymes / Story: collected from nursery door 3:40
F2 (reception)						Number Time (Mastering Number / WRM Fri) ■ / ■			Memory Target / Retrieval <i>e.g. give a word for children to remember until next day</i>	End of session routines: <i>collecting and gathering belongings</i>	End Time – children taken to gate 3:25