



# The Swanage Way

'Enjoying learning together'



Ready



Respectful



Safe



## EYFS Vision and Aspirations

Updated October 2025

Every Shrimp is unique. We embrace the many skills and ideas they bring to our school based on their previous experiences. We inspire and encourage our Shrimps - giving them the skills - to become confident, curious and successful learners. We introduce our Shrimps to 'The Swanage Way' and guide them to be **ready, respectful** and **safe**. Swanage Primary school is at the centre of our community; we share, learn and celebrate together; valuing everybody's contributions and forming excellent relationships.

*Kindness and respect are at the heart of all we do.*

Our **aspirations** are based on the needs of our cohort of children. They link to our school values and learning pillars, Characteristics of Effective Learning and the pedagogy of child development.

Assessments  
RBA -Maths and English  
(September)

RWI – weekly for first half term and then half-termly

WRM Checklist  
(September and End of Year)

Progress towards ELGs - ongoing

### 1. READY - Wellbeing and Challenge

Aspiration: To talk positively about myself, my developing talents, and the different ways I have challenged myself to create, innovate and improve.

### 2. RESPECTFUL - Diversity and Equality

Aspiration: To know what makes a celebration special and work collaboratively to explore, plan, create and take part in a celebration.

### 3. SAFE – Make safe choices when exploring

Aspiration: To create, explain and model how to play a game, inside or outside, using resources of their choice and articulate simple rules.

### 4 Curiosity and Confidence

Aspiration: To become a storyteller, talking about events in my life, and communicating stories in different ways, with the audience in mind.

### 5. Sustainability and care (kindness)

Aspiration: To know how to care for living things in our outdoor area and the wider SPS school gardens. To understand some of the ways food is grown in the local community and in the wider world (farms, fields, seaside, cooking)



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	Autumn 1 (Asp 1,2,4 +3)	Autumn 2 (Asp 2, 4 +1,3)	Spring 1 (Asp 2, 3,4, 5 +1)	Spring 2 (Asp 4, 5 +1,3)	Summer 1, ( Asp 2, 4, 5 +1,3)	Summer 2 (Asp 2, 4, 5 +1,3)
BIG question	Who am I?	How do we celebrate?	How has it changed?	How does it grow?	How can we help?	Where do we live?
<b>INTENT</b> What do we want our children to be able to know, remember and be able to do?	To develop my own personality, recognising what makes me special. Appreciate that everyone is unique and their differences and similarities can be celebrated.	To develop my knowledge and sense of the world by talking about events and celebrations which are important to me and my community.  <ol style="list-style-type: none"> <li>1. Bonfire Night</li> <li>2. Remembrance</li> <li>3. Little Glow</li> <li>4. Diwali</li> <li>5. Hannukah</li> <li>6. Christmas</li> </ol>	To develop an understanding of how things change over time. To recognise some people from the past who have contributed to how we live today.  Neil Armstrong – moon landing Isambard Kingdom Brunel – bridges Alexander Graham Bell – telephone Ruth Handler - Barbie	To know what plants and animals need to thrive, and be able to describe some life cycles.	To develop an understanding and respect for people who volunteer in our community and improve our planet by taking on special roles and responsibilities. Visit the seaside and find out about the shore ecosystem. (Plastic pollution)	To compare different places animals and humans live. Explore the sea and the land in different countries. Read simple maps. To talk about food produced in the community e.g. fishing, farming.  Plan an end of year celebration.
<b>IMPLEMENTATION</b> How will we achieve our intent?	Share own family photos, draw family portraits and talk about our families. Invite family members in to share a story – cultural/professional links. Invite family members in for grandparent’s day ‘tea’. Ensure learning environment (focus on home corner and construction) has resources that reflect children’s interests.	Invite families to share own cultural celebrations and what this looks like in their home. Share books which explore celebrations from different faiths. Ensure the learning environment reflects varying cultures, faiths and celebrations including books, artefacts and photos. Provide resources which enable children to recreate celebrations including songs, games, hand made decorations, cards etc.	Through stories, videos, artefacts and visitors children will make comparisons between how people lived in the past and how we live now, for example how toys have changed. To be aware of how technology has changed the way we live (looking at what an inventor is/ what inventors do) and linking to famous engineers and inventors. Learn about the first moon landing in 1969 and Space.	Involve children in the care of caterpillars and butterflies, frogspawn and tadpoles, seeds and sunflowers, seedlings and vegetables. Ensure the environment is rich in visual prompts and books to show different species of plants and animals. Prepare and plant a bee and butterfly friendly garden. Explore the bee friendly signs on packets. Make observations and care for plants over time.	Raise awareness of local volunteers who use their interests, skills and experience to make a difference to the planet. Through visitors, high quality stories, books and film clips, children will think of ways they can look after the environment at school and at home and look after the environment for everyone. For example, surfers against sewage, Butterfly Survey Group, Purbeck Repair Café <a href="#">Project - Sustainable Swanage</a>	Through stories, photos, videos and own experiences, compare the similarities and differences of places. Ensure environment has visual prompts and books to celebrate different homes. Invite families and children to share experiences of different places.
<b>IMPACT</b> What will children be able to do?	To identify special people in their lives and talk about themselves in a positive way.	To understand and talk about events and celebrations that are important in their lives and similarities to those in other families and faiths.	To have a sense of past and understand how some aspects of life now were different in the past, including the use of technology.	To identify similarities and differences in the natural world including seasonal changes, growth and lifecycles.	To talk about some of positive ways we can improve the impact we have on the world that we live	To explain some similarities and differences between habitats and life in this country and life in other countries.



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Suggested Texts (These may change depending on the interests of the children/ child-led curriculum). Not all texts will be shared with the cohort.

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BIG question	Who am I?	How do we celebrate?	How has it changed?	How does it grow?	How can we help?	Where do we live?
Nursery Rhymes: (Heritage/Archaic Language)	Baa Baa Black Sheep  I'm a Little Teapot	Twinkle, Twinkle Little Star London Bridge is Falling Down	Three Blind Mice  Row, Row, Row Your Boat	Hot Cross Buns  Little Miss Muffet	Little Bo Peep  Rock-a-bye Baby	Hickory Dickory Dock  Ring a Ring o' Roses



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<b>Visits</b>	Harvest Festival – make pictures to share/ go for the experience.	Swanage Library – choose a book to take home and share with your family.  Christmas Nativity (with Cygnets)		Swanage Library – choose a book to take home and share with your family.	Cumulus  Durlston	Swanage Library – choose a book to take home and share with your family.  Lifeboat Station/ Swanage Beach
<b>Visitors</b>	Grandparent’s day tea	Parents from different cultures	Breakfast with Someone I love (Valentine’s Day)	Mother’s day tea (30 <sup>th</sup> March)	Frank Roberts – Litter picker	Father’s day tea (15 <sup>th</sup> June)
Family members to come into school and share a story (Mystery Reader) or experience (aim for one per week)						
<b>Maths</b> <u>White Rose</u> (5x weekly sessions following scheme)  Possible use of new resources if picked for WRM trial.	Getting to know you (No WRM content – RBA)  Match, sort and compare  Talk about measure and patterns  It’s me 1,2,3	It’s me 1,2,3 (continued)  Circles and triangles  1,2,3,4,5  Shapes with 4 sides	Alive in 5  Mass and Capacity  Growing 6,7,8  Length, height and time	Length, height and time (continued)  Building 9 and 10  Explore 3D shapes	To 20 and beyond  How many now?  Manipulate, compose and decompose  Sharing and grouping	Sharing and grouping (continued)  Visualise, build and map  Make connections  Consolidation (No RWM content)
<b>Discrete Learning Opportunities:</b>	Share and shine (daily) Balance Bikes (weekly) Forest Friday (weekly) PE (weekly) Darcy-May Borrow Books (weekly) Phonics (RWI) (daily) St George’s Day (Yearly) Dream Reads/ Game and Puzzle Library (As families choose)		PSHE (weekly) Music/Circle Games (weekly) World Book Day (once per year). Charity Events - Comic Relief/Children in Need etc. (when they occur) Parent/ family member readers/visits (when appropriate)		Harvest Festival (once per year) Christmas Performance (once per year) Easter Bonnet Parade (once per year) Purbeck Arts Weeks (once per year) Grandparent’s Day, Mother’s Day and Father’s Day ‘teas’ plus ‘Breakfast with Someone I love’ (once per event per year) Singing Assembly (Once per week from Autumn 2)	