

Swanage Primary School

2026-2027

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.



The Swanage Way

'Enjoying learning together'



Our aspirations are based on the needs of our current cohort and school context, linking closely to our school values, the Characteristics of Effective Learning, and the pedagogy of child development, as well as the EYFS educational programmes. Please see aspiration milestones for more details.

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

Aspiration 1: To develop a strong sense of self and belonging, respecting and appreciating diversity and celebrations within our community. To celebrate, experiment, take risks and develop confidence in our own ideas.

We believe that children who develop a strong sense of self are able to challenge themselves, helping them to become independent, secure, and ready to face new learning experiences. At SPS, which sits at the heart of the community, this is especially important. With another diverse EYFS cohort this year, it is essential that every child feels a sense of belonging—not only within our classroom and school, but also within the wider Swanage community and the world beyond.

Aspiration 3: To become a storyteller, talking about events in my life and communicating stories in different ways, with the audience in mind.

Some children have less developed vocabulary and less experience of sharing stories at home. We want ALL children to develop a love of reading and a rich vocabulary through high quality books as well as a knowledge of language and how it works. This year, we have another diverse EYFS cohort and feel that the children will learn to further respect each other through this aspiration.

Aspiration 2: To create, explain and model how to play a game, inside or outside, using resources of our choice and articulate simple rules.

Some children have less developed C&L and PSED. We want ALL children to experience a learning environment which gives them the opportunity and freedom to collaborate and communicate effectively (whatever their starting point) in order to develop strong social skills and safe play behaviours.

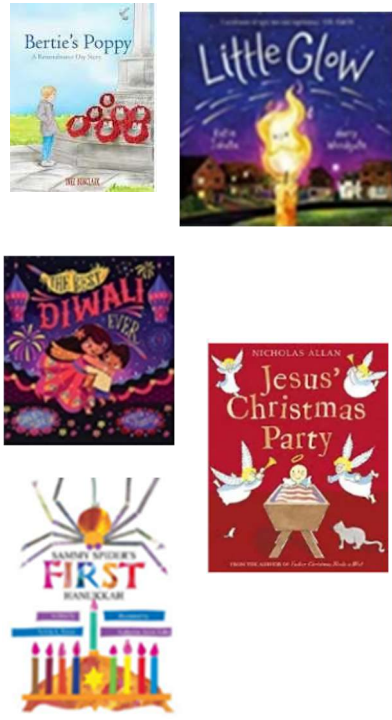
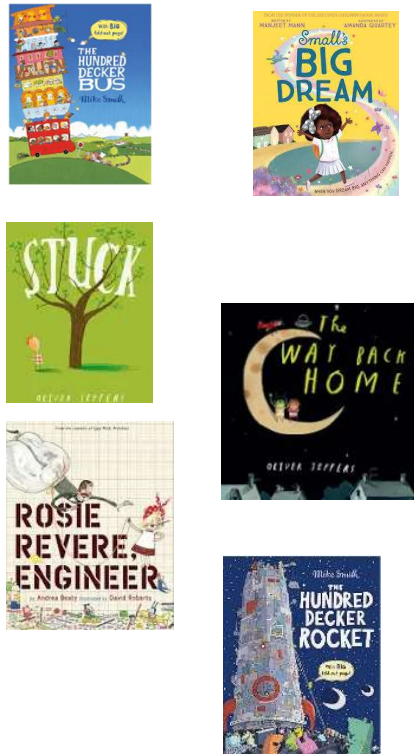
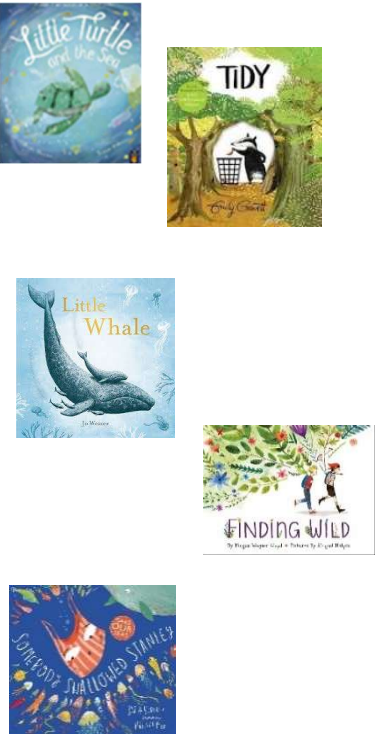
Aspiration 4: To know how to care for living things in our outdoor area and the wider SPS school gardens. To understand some of the ways food is grown in the local community and in the wider world (farms, fields, seaside).

We want children to be able to talk about the impact people have on the environment and the value of growing your own food as well as being able to talk about the use of technology in food production in the present and past

Curriculum Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big Questions	Who am I?	How do we celebrate?	How has it changed?	How does it grow?	How can we help?	Where do we live?
How will we find the answer?	We will find the answer by supporting children to explore and express their own identity and sense of self. This will include opportunities for children to develop their own personality by recognising what makes them special, while also appreciating that everyone is unique and that both differences and similarities can be celebrated. Children will share family photos, draw family portraits, and talk about their families, helping them to identify special people in their lives and speak positively about themselves. We will also invite family members into school to share stories, including cultural and professional experiences, and host events such as a grandparents’ tea to strengthen links between home and school. The learning environment, particularly areas such as the home corner and construction, will be carefully resourced to reflect children’s interests and backgrounds. Through these experiences, children will build a sense of belonging within the classroom, school, and wider community, helping them to understand and answer the question, ‘<i>Who am I?</i>’.	We will find the answer by helping children develop their understanding of the world through exploring events and celebrations that are meaningful to them and their community. Children will learn about key celebrations such as Bonfire Night, Remembrance, Diwali, Hannukah, and Christmas, using these as opportunities to talk about their own experiences and those of others. Families will be invited to share how they celebrate at home, allowing children to see and value different cultural traditions. We will also share a range of books (including Little Glow) that explore celebrations from different faiths and backgrounds, supporting children to recognise similarities and differences. The learning environment will reflect diverse cultures, faiths, and celebrations through carefully chosen books, artefacts, photos, and resources. Children will be given opportunities to recreate celebrations through songs, games, handmade decorations, and cards. Through these experiences, children will develop the confidence to talk about events and celebrations that are important in their own lives, while beginning to understand and respect those of others—helping them to explore and answer the key question, ‘<i>How do we celebrate?</i>’.	We will find the answer by supporting children to develop an understanding of how things change over time and how the past has shaped the way we live today. Children will be introduced to significant individuals such as Neil Armstrong, Isambard Kingdom Brunel, Alexander Graham Bell, and Ruth Handler, learning about their contributions and how their ideas and inventions continue to influence our lives. Through stories, videos, artefacts, and visitors, children will explore and compare how people lived in the past with how we live now—for example, looking at how toys, transport, and communication have changed. They will also begin to understand the role of inventors and engineers, exploring what inventors do and how technology has developed over time. Learning about key events such as the first moon landing in 1969 will help children make links to space and technological progress. These experiences will support children in developing a sense of the past and recognising that aspects of life today were different in earlier times, particularly in relation to technology, helping them to explore and answer the key question, ‘<i>How has it changed?</i>’.	We will find the answer by helping children understand how living things grow and change over time. Children will learn what plants and animals need to thrive through hands-on experiences, including caring for caterpillars and observing them transform into butterflies, looking after frogspawn as it develops into tadpoles, and growing seeds, sunflowers, and vegetables. They will also explore the lifecycle of ladybirds, building a deeper understanding of life cycles in the natural world. The learning environment will be enriched with visual prompts and books that introduce a variety of plants and animals. Children will take part in creating and maintaining a bee- and butterfly-friendly garden, exploring features such as bee-friendly labels on seed packets and learning why these are important. They will make regular observations of growth and change over time, as well as help to develop an outdoor area that supports insects and wildlife. Through these experiences, children will begin to identify similarities and differences in the natural world, including seasonal changes, growth, and life cycles, helping them to explore and answer the key question, ‘<i>How does it grow?</i>’.	We will find the answer by helping children develop an understanding of how they can care for others and the world around them. Children will learn about people who volunteer in our community and take on special roles and responsibilities to improve our planet. Through real-life examples, such as local groups and initiatives including Surfers Against Sewage, the Butterfly Survey Group, the Purbeck Repair Café, and Sustainable Swanage, children will begin to understand how individuals can make a positive difference. First-hand experiences, such as visiting the seaside to explore the shore ecosystem, will help children learn about environmental issues like plastic pollution. Through visitors, high-quality stories, books, and film clips, children will be encouraged to think about how they can help protect and care for the environment both at school and at home. Children will also take part in practical activities, such as using recycled materials to create a vertical garden, giving them opportunities to make a tangible impact. Through these experiences, they will begin to talk about positive ways to improve the world around them and understand the importance of caring for the environment for everyone, helping them to explore and answer the key question, ‘<i>How can we help?</i>’.	We will find the answer by helping children explore and compare the different places where people and animals live, both locally and around the world. Children will learn about life on land and in the sea across different countries, using simple maps to begin to understand location and place. They will also learn about how food is produced within our community, such as through fishing and farming, helping them make connections between people, place, and environment. Through stories, photos, videos, and their own experiences, children will compare similarities and differences between places, including homes, habitats, and ways of living. The learning environment will include visual prompts and books that celebrate a variety of homes and locations, encouraging curiosity and discussion. Families and children will be invited to share their own experiences of different places, enriching learning with real-life perspectives. As part of this learning, children will also take part in planning an end-of-year celebration, drawing on their understanding of community and place. Through these experiences, children will begin to explain similarities and differences between habitats and life in this country and in other countries, helping them to explore and answer the key question, ‘<i>Where do we live?</i>’.
Visits and experiences	Swanage Library		Swanage Library		Cumulus Swanage Beach	Tinctleton Farm Visit Swanage Library
Visitors	Grandparents’ Day Tea Children’s family members	Parents from different Cultures Mystery Readers	Breakfast with Someone I Love (Valentines Day) Mystery Readers	Mothers’ Day Tea Mystery Readers	Mystery Readers	Fathers’ Day Tea Mystery Readers
Wider Events and Celebrations	Harvest Festival – make pictures to share/ go for the experience.	Christmas Nativity (with Cygnets)		Easter Bonnet Parade	PAW – School Gallery	Sports Day

Oracy Focus	Introduce visuals consistently across EYFS. Model using language appropriately to communicate needs – commentary, repeating back, clarifying, Model good listening and find opportunities to create shared attention and keep interactions going. Use school values to develop positive language. Model using language to describe feelings. Model new vocabulary with actions to support retention and understanding. Model describing changes to seasons and environments	Use narration to model thinking and problem solving. Model asking questions to find out more and distinguish between a question and a fact. Extend interactions by adding vocabulary. Draw attention to misconceptions by offering alternative points of view. Model using language of negotiation. Recap on prior learning and experiences. Model taking turns to generate a back-and-forth conversation	Model making links between different environments using language of comparison. Extend children’s vocabulary adding adjectives or using tier 3 vocabulary. Suggest ideas for how things have changed and encourage children to offer their ideas. Suggest ideas for why things might change. Encourage children to narrate their thinking and problem solving. Model imagining, posing questions such as ‘what might it be like to...?’ and ‘what if...?’. Support children to recall simple facts. Model remembering about changes to seasons from autumn to winter, to support talk about spring.	Model using language related to the past. Remind children of activities and challenges they have encountered so far and how they solved them. Recap on prior learning and experiences. Model explaining why things happen and how things work, using clear, simple language. Introduce subject specific (tier 3) language. Pose ‘how’ and ‘why’ questions, modelling how these could be answered. Encourage children to ponder and ask questions, providing sentence stems as required.	Model posing problems, introducing the language of ‘could’, ‘might’, ‘shall’, ‘should’, ‘what if’ related to problems. Use narration to model thinking and problem solving and encourage children to do the same. Draw attention to misconceptions, encouraging children to describe what they can see and how this differs to the misconception. Model using subject specific language. Model explaining why things happen and how things work, using clear, simple language. Model your thinking related to planning a celebration, considering all the elements e.g. food, decorations, activities.	Recap on prior learning and experiences. Encourage children to recall and use subject specific vocabulary. Model your thinking to make comparisons between places, drawing on prior knowledge and experience. Encourage children to describe what they can see and make comparisons with other places.
Vocabulary linked to big question:	Tier 1 - me - my - family - name - home - friend - like - different Tier 2 - unique - identity - belong - similar - special - community - celebrate - relationships	Tier 1 - party - cake - light - food - clothes - gift - music - happy Tier 2 - celebration - festival - tradition - culture - together - share - symbol - respect	Tier 1 - old - new - past - now - before - toys - phone - time Tier 2 - change - history - invention - technology - compare - different - same - timeline	Tier 1 - grow - plant - seed - water - sun - animal - baby - life Tier 2 - lifecycle - change - develop - habitat - nature - observe - similar - environment	Tier 1 - help - clean - care - share - rubbish - water - earth - protect Tier 2 - environment - recycle - pollution - volunteer - responsibility - community - improve - conserve	Tier 1 - home - house - sea - land - map - farm - town - food Tier 2 - habitat - country - compare - different - similar - location - community - environment
Nursery Rhymes:	Focus: Familiar rhymes, rhythm, joining in, name awareness - Baa Baa Black Sheep - Twinkle Twinkle Little Star - Row, Row, Row Your Boat - If You’re Happy and You Know It - Pat-a-Cake - The Wheels on the Bus Skills: - Joining in with actions - Recognising rhyme and rhythm - Building confidence and routines	Focus: Repetition, storytelling, early counting - London Bridge is Falling Down - Ring a Ring o’ Roses - Hot Cross Buns - Five Little Ducks (number rhyme) - Little Miss Muffet - Three Blind Mice Skills: - Sequencing events - Introducing counting backwards - Linking rhymes to festivals and traditions	Focus: Beat, timing, number recognition - Hickory Dickory Dock - One, Two, Buckle My Shoe (number rhyme) - Five Currant Buns in a Baker’s Shop - I’m a Little Teapot - This Old Man Skills: - Counting forwards and backwards - Recognising patterns in language - Awareness of time (linked to daily routines)	Focus: Story structure, character understanding - Little Bo Peep - Mary, Mary, Quite Contrary - Five Little Speckled Frogs (number rhyme) - Incy Wincy Spider - The Farmer’s in His Den Skills: - Understanding simple narratives - Linking rhymes to nature and growth - Developing expressive language	Focus: Imagination, movement, life beyond the classroom - Row, Row, Row Your Boat (revisit with dynamics) - Down at the Station - Five Little Men in a Flying Saucer (number rhyme) - A Sailor Went to Sea - The Grand Old Duke of York Skills: - Retelling and adapting rhymes - Using movement and drama - Exploring positional language	Focus: Performance, recall, independence - Rock-a-bye Baby - Ten in the Bed (number rhyme) - Baa Baa Black Sheep (revisit with variation) - Twinkle Twinkle Little Star (extended versions) - Miss Polly Had a Dolly - Choose-and-perform favourites Skills: - Confident performance - Remembering longer sequences - Leading rhymes independently
Forest Friday : Intent	Forest Fridays at Swanage Primary School intentionally and strategically use evidence-based self-regulation and executive function strategies by utilizing our Woodland Area on our school site and the Townsend Nature Reserve to implement plan-do-review processes and prompt children to monitor their own behaviour during risk-taking activities. Simultaneously, practitioners embed social and emotional Learning strategies through high-quality verbal interactions that model emotional vocabulary and guide conflict resolution as children negotiate shared natural resources. Finally, the programme explicitly advances physical development approaches as educators use precise prompts to consolidate gross and fine motor skills on uneven terrain, directly linking physical persistence to early cognitive success.					
Forest Friday : Implementation	Autumn Term: Understanding the World (Seasonal Changes & Knowledge) LO: To explore and identify the physical properties of autumn flora and site boundaries. Outcomes: Child can name at least two local autumn seeds (e.g., acorn, pinecone).		Spring Term: Risk, Resilience & Growth Understanding the World (Seasonal Changes & Knowledge) LO: To observe changes in states of matter and locate micro-habitats. Outcomes: Child identifies and describes frost or ice on the site.		Summer Term: Collaborative Construction & Ecosystems Understanding the World (Seasonal Changes & Knowledge) LO: To distinguish tree species by their features and identify local woodland lifecycles. Outcomes: Child matches at least two different leaves to their parent tree (e.g., Oak, Sycamore).	

	Child can verbally sort natural materials using contrasting descriptors (e.g., "rough" vs "smooth"). Child stops independently when reaching the designated site boundary lines. Physical Development (Gross & Fine Motor) LO: To navigate changing ground surfaces safely and use a pincer grasp to collect small objects. Outcomes: Child steps securely across low, wide logs without falling. Child picks up tiny seeds and berries using their index finger and thumb. Child carefully peels loose bark from fallen logs using their fingers to examine textures. PSED & Emotional Foundations (Birth to 5 Matters) LO: To manage personal outdoor gear and practice co-regulation during Forest Friday routines Outcomes: Child attempts to pull on their own wellies or fasten their waterproof jacket. Child remains seated calmly in the Basecamp Circle during unexpected weather shifts. Communication & Cognitive Strategy (EEF & Universally Speaking) LO: To follow multi-step instructions and state a play intention before starting. Outcomes: Child executes a two-part instruction containing "<i>first</i>" and "<i>next</i>". Child clearly states what they plan to do		Child explains that ice turns back into water when it gets warm. Child carefully rolls a log to locate and observe minibeasts without harming them. Physical Development (Gross & Fine Motor) LO: To move safely across slippery terrain and handle early woodwork tools with control. Outcomes: Child slides down a muddy bank on their bottom or navigates sloped ground without falling. Child uses a peeling tool in a downwards motion away from their body. Child ties a single overhand knot using thick jute string. PSED & Emotional Foundations (Birth to 5 Matters) LO: To demonstrate grit when facing physical challenges and negotiate sharing high-value items. Outcomes: Child brushes themselves off and continues playing after a minor slip or tumble. Child verbally negotiates with a peer to share a popular digging stick without shouting. Communication & Cognitive Strategy (EEF & Universally Speaking) LO: To use complex emotional language and link thoughts using conditional connectives. Outcomes: Child identifies and vocalises their feeling (e.g., "frustrated") using prompts modelled by adults. Child connects two ideas in a sentence using the words "<i>because</i>" or "<i>if</i>"		Child explains a basic forest food chain (e.g., bird eating a caterpillar). Child points out changes in the overhead forest canopy compared to winter. Physical Development (Gross & Fine Motor) LO: To apply complex motor coordination for building and climb using three points of contact. Outcomes: Child maintains two hands and one foot (or vice versa) on a low tree branch while climbing. Child carries and balances heavy logs safely alongside a partner. Child weaves flexible stems or long grass through a fixed structure. PSED & Emotional Foundations (Birth to 5 Matters) LO: To sustain attention during collaborative projects and independently manage personal safety. Outcomes: Child stays highly engaged in a cooperative group play scenario for over 20 minutes. Child assesses a physical challenge (like a high log) and decides safely whether to jump or step down. Communication & Cognitive Strategy (EEF & Universally Speaking) LO: To hold multi-turn conversations and use future-tense language to solve physical problems. Outcomes: Child speaks back and forth with a peer for at least three turns on the same topic. Child uses future-tense phrasing to explain a structural building plan (e.g., "<i>We will make it taller</i>").	
Forest Friday : Impact	At Swanage Primary School, our Forest Friday initiative delivers a profound, measurable impact on our youngest learners by seamlessly bridging the natural world with evidence-based pedagogy. By stepping outside the traditional classroom, our Reception children develop deep cognitive, emotional, and physical resilience that directly transforms their approach to learning. • Elevated Self-Regulation: Children consistently demonstrate the ability to plan, execute, and review their own learning during child-led investigations. They display enhanced focus and cognitive flexibility when returning to the indoor classroom environment. • Prosocial Behaviour and Emotional Literacy: Through guided peer negotiation over natural resources, children articulate their feelings using rich emotional vocabulary. This reduces playground conflicts and builds a collaborative, empathetic class culture. • Advanced Physical Competence: Navigating the uneven terrain of the Isle of Purbeck rapidly consolidates gross and fine motor skills. This physical confidence directly correlates with increased stamina and persistence during desk-based mark-making and practical tasks. • Deepened Environmental Understanding: Regular, first-hand exposure to seasonal changes fosters a vivid, conceptual grasp of the natural world. Children transition from passive observers to active, curious stewards of their local ecosystem. Ultimately, Forest Fridays ensure that our children leave Reception not only meeting their statutory Early Learning Goals but possessing the robust foundational vocabulary, critical thinking, and social independence required for a successful transition into Key Stage 1					
Discrete Learning Opportunities:	Share and shine (daily) Balance Bikes (weekly) Forest Friday (weekly) PE (weekly) Darcy-May Borrow Books (weekly) Phonics -RWI (daily) Dream Reads/ Game and Puzzle Library (As families choose)		World Book Day (once per year). Charity Events - Comic Relief/Children in Need etc. (when they occur) Parent/ family member readers/visits (when appropriate)		Singing Assembly (Once per week from Autumn 2) Star Assembly (Once per week from Summer 1)	
Maths <u>White Rose</u> (5x weekly sessions following scheme)	Getting to know you (No WRM content – RBA)	It’s me 1,2,3 (continued)	Alive in 5	Length, height and time (continued)	To 20 and beyond	Sharing and grouping (continued)
	Match, sort and compare	Circles and triangles	Mass and Capacity	Building 9 and 10	How many now?	Visualise, build and map
	Talk about measure and patterns	1,2,3,4,5	Growing 6,7,8	Explore 3D shapes	Manipulate, compose and decompose	Make connections
	It’s me 1,2,3	Shapes with 4 sides	Length, height and time		Sharing and grouping	Consolidation (No RWM content)

Key Texts						
Parallel texts/ Seasonal Texts (Inc those used for Forest Friday and in Outdoor Area)		