






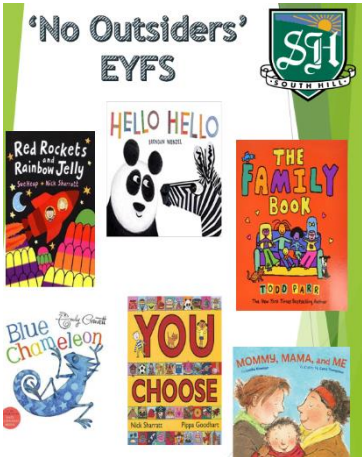
## South Hill EYFS Curriculum Ambitions

### The 4 C's

### ‘Communicators, Collaborators, Calculators, Community’

Our curriculum ambitions are unique to South Hill Primary School and are developed progressively throughout the year. They reflect our provision, our intent, and are designed to meet the needs of our pupils in our community. Some areas naturally overlap as children learn holistically.

Curriculum Ambitions	Core Skills	How it is going to be achieved
<b>Communicators</b>		
<p>Communicate <i>effectively</i> with peers and familiar adults</p> 	<ul style="list-style-type: none"> <li>To recognise, trust and share experiences with familiar adults on the community</li> <li>To identify and share their feelings</li> <li>To express their interests within the setting</li> <li>To be able to listen and respond appropriately when learning</li> <li>To articulate their needs, wants and ideas in full sentences</li> <li>Through conversation, respond to others needs, wants and ideas during play</li> <li>To feel able to share their home language as well as communicate effectively in English</li> </ul>	<ul style="list-style-type: none"> <li>To have high quality effective interactions with all adults following the ShREC model.</li> <li>To provide opportunities to show and discuss work, models, plans etc.</li> <li>Every child knows their talk and ideas are valued through; displays, proud wall, child voice in planning, show and tell etc.</li> <li>To model ambitious vocabulary</li> <li>To provide inclusive ways of interacting and communicating such as Makaton, visual aids, and sign language</li> <li>To place a high value on opportunities to talk throughout the indoor and outdoor classroom environment and learning areas</li> </ul>
<b>Collaborators</b>		
<p>To be aware of the emotions of themselves and others and respond appropriately</p> 	<ul style="list-style-type: none"> <li>To be able to articulate different emotions</li> <li>To independently self-regulate using successfully taught strategies</li> <li>To be able to recognise others emotions and respond supportively</li> <li>To offer strategies for conflict resolution</li> <li>To show empathy and compassion for others</li> <li>To communicate, co-operate and negotiate when interacting in daily life</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>To understand 'The Zones of Regulation'</li> <li>To engage with parents around 'The South Hill Way' and strategies used in school</li> <li>To support parents through parent workshops and signposting to outside support</li> <li>To provide resources to allow children to express their emotions eg puppets, emotions charts</li> <li>To provide an inclusive environment which enables every child eg Makaton, visual aids</li> <li>To provide emotionally rich learning opportunities through PSHE and exciting texts</li> </ul>

		<ul style="list-style-type: none"> <li>○ To facilitate independence and resilience through the curriculum approach and environment</li> </ul>
<b>Calculators</b>		
<p>To have an understanding of the number system to 10 and beyond</p> 	<ul style="list-style-type: none"> <li>● To begin to subitise amounts</li> <li>● To be able to subitise confidently</li> <li>● Recognise, count and represent numbers</li> <li>● To order numbers</li> <li>● To have an understanding of number bonds</li> <li>● To compare numbers using mathematical vocabulary</li> <li>● To develop an understanding of shape, space and measure in relation to their own world</li> </ul>	<ul style="list-style-type: none"> <li>○ High quality sequential planning</li> <li>○ Quality first teaching</li> <li>○ To use a variety of real-life resources that are familiar to the children</li> <li>○ Signing number songs, nursery rhymes etc.</li> <li>○ Adults to utilise opportunities to introduce mathematical concepts and vocabulary</li> <li>○ Skilfully planned and taught adaptations for all children who need support</li> </ul>
<b>Community</b>		
<p>To understand where they belong in the world</p> 	<ul style="list-style-type: none"> <li>● To have a sense of belonging to the school</li> <li>● To recognise places of interest in the local area</li> <li>● To take pride in their cultural heritage and family history</li> <li>● To look at familiarities and differences between themselves and others</li> <li>● To respect others religion, culture and family traditions</li> </ul>	<ul style="list-style-type: none"> <li>○ To develop links within the community</li> <li>○ Adults and children to learn key words and phrases in different languages</li> <li>○ To take part in the whole school 'International Day' event</li> <li>○ To have a range of diverse books and resources reflecting our community</li> <li>○ To learn about other religions</li> <li>○ To participate in assemblies</li> <li>○ To have a Year 6 Buddy</li> <li>○ To have 'community superheroes' visit the school</li> </ul>