

# Fitting a scheme of work into the broader sequence of the curriculum – Early Years

**By Maria Craster**

One of the core principles of an effective EYFS curriculum is that it relates to the child as an individual and is able to support their development in a holistic way. Whilst the unit of work that I am going to discuss is predominantly literacy focused, you will notice that the environment planning covers a range of areas across the curriculum. Obviously, part of the Reception year is geared towards ensuring that children are supported for the transition into Year 1 and are able to meet their Early Learning Goals and achieve a Good Level of Development. However, planning a curriculum has to be much more than a check list of outcomes.

These lesson plans try to ensure a balance between children building on their prior knowledge and creating links, as well as introducing them to new concepts and skills. There is a big debate in education over a knowledge rich or skills rich curriculum, however, in EYFS the two are arguably much more intrinsically linked and perhaps defining them as such is just an issue of semantics. The entirety of the EYFS should be a cumulative curriculum which is why I always start planning a unit of work by first looking at where the pupils need to get to in relation to where they currently are, what skills and knowledge they have already gained and then work on closing that gap.

This topic of 'The Leopard's Drum' provided me with lots of opportunities to introduce new ideas, linked to the physical geography of Ghana and the concept of Folk Tales, whilst ensuring that the key themes that were already of interest to my pupils, such as animals and oral retelling were developed further.