



Our Early Years Foundation Stage (EYFS) Curriculum

Intent:

We have the highest expectations of ourselves as the practitioners within our setting and seek to cultivate the best possible education for the children in our care. All children will be given an ambitious curriculum which enhances all children's experiences and provides a firm foundation for assured future success.

We are proud of and support everyone in our setting, adult and children alike. We believe education should establish an equality of experience and opportunity. It should also be enjoyable! Our curriculum is accumulative and builds on prior knowledge and understanding to extend learning in coherent, sequenced steps. Whatever our age, we are all on a learning journey together and we strive for everyone to feel valued and safe so that everyone feels a sense of belonging within our caring EYFS family. Our ethos is a fully inclusive practice, embracing the Methodist ethos of 'for all' and we aim for every child to arrive at school happy and excited to explore the day's learning journeys. Our whole school vision is that we all 'do all the good we can' and this is certainly true in our busy EYFS unit. The intention of our enquiry-based provision is to equip all children with the same exciting opportunities and enhanced experiences, to enable all to achieve their highest potential through self-directed avenues of discovery and for learning to be sustained by skilled and timely teaching of the EYFS curriculum.

Aims

Our Foundation Stage classrooms, both inside and outside reflect the seven areas of learning taken from the Early Years Foundation Stage profile:

1. Personal, Social and Emotional development
2. Physical Development
3. Communication and Language
4. Literacy
5. Mathematics
6. Understanding the world
7. Expressive arts and design

As such, our curriculum aims to:

- Be meaningful. It is child centred and driven by children's purposeful play, their explorations, interests and discoveries.

- help children to become independent, resilient learners who have the skills to cope with challenges. Children learn to enjoy achievement.
- allow and enable children to solve problems (including conflict), make links between learning and overcome barriers by developing thinking critically strategies.
- For all children to experience a sense of awe and wonder of the world they live in, planned through the seven areas of learning.
- to be flexible and be responsive to need, utilising adult's 'planning in the moment' expertise and knowledge of how young children learn. Explanations are clear, discussion is constant and feedback is immediate.
- is jointly led by both child and practitioner. The ratio varies according to need and circumstance.
- have a strong focus on English with communication, language, fine motor development and a love of reading being core to the acquisition of all skills including writing.
- to develop a systematic and spiral mathematics curriculum, teaching children the principles of stable order, 1:1, cardinality, abstraction, conservation and order irrelevance of early number.
- to seek parent and other stakeholder's involvement in teaching, learning and assessment processes.
- to have safe, exciting and stimulating learning environments, where the resources meet all children's needs across all areas of learning.
- enable children to lead a fulfilling and healthy life both physically and mentally.
- provide tools, space and time for children to be creative and develop their own ideas and projects.
- be cross curricular and make links where appropriate to wider contexts, events, people and places.
- explicitly teach key skills, subject specific knowledge and vocabulary. Provide resources, space and time to allow children to explore their new learning in new contexts, testing ideas and consolidating understanding.
- develop a shared cultural capital of understanding of their local and national culture to better understand how they and others belong. Preparing children to be responsible, sensitive, global citizens.
- to build a coherent and tangible curriculum of skills, knowledge and understanding that progresses over time.
- use the natural world as a basis for learning and the local area as a basis for educational visits.
- provide opportunities for development of craft skills and life skills such as cooking and mindfulness techniques.

Implementation:

Our curriculum is implemented through weekly planning which is generated from the children's interests and underpinned by the age appropriate, statutory outcomes from the Development Matters document <https://www.foundationyears.org.uk/wp-content/uploads/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>.

Throughout school, we encourage children to be 'Ready, Respectful and Safe' at all times in order to maximise their learning opportunities. In EYFS, our philosophy is very much 'planning in the moment' and inspiring children to seek new learning through self-directed exploration of interests, using open ended resources. We believe we are facilitators, interacting not interfering. Our curriculum identifies children's needs and then skilled practitioners provide forward learning based on these needs. Specifically, this means to increase children's experiences of diversity, language, communication, reading and writing, culminating in optimum outcomes for all. This is evident in our planned curriculum.

Resources and environments are designed to be engaging and stimulate thinking. Our long term plans encompass 'Celebrations and Seasons'. All adults involved in the setting provision contribute to the planning, particularly around addressing next steps and the needs of individual pupils. Parents are invited into school regularly to participate in learning and achievement is shared via an App where parents are encouraged to contribute by celebrating their child's learning at home. Where appropriate, parents are informed on next steps for learning. The profile of reading is high, children are read and read stories, non-fiction, rhymes and poems several times a day in a manner which engages. A love of reading is paramount to our setting.

Regular professional development is sought to ensure all adults are constantly improving the areas of learning and finding new ideas to help children learn. The child centred approach is constructed around skilled noticing and evaluation of where a child is on their learning journey and identification what next steps they require to progress further. Planning is completed with what we know from observations during the preceding week but then as we move through the week, it is flexible to accommodate necessary on the spot and in the moment responses to emerging learning. Our curriculum is designed to develop a working memory for the knowledge a child will need long term and also time to enable children to integrate new knowledge into existing knowledge. Continuous assessment is used to check learning and inform teaching.

Impact:

The impact of our curriculum is evident in the engagement levels with the setting. Our children's behaviour is calm as all children are engaged in purposeful learning. They are always ready to have a go and to persist, embracing challenge as part of active learning. The children have and understand the need for manners, honesty and self-efficacy. They are kind, caring and considerate towards others. They listen and enjoy stories, rhymes and singing. They understand mathematical concepts and are secure in the mathematical foundation knowledge that they need to build future learning on. All children leave our

setting ready and equipped for the next stage of their learning journey. They have detailed knowledge and skills across the seven areas of learning and can use these in an age appropriate way. Children become confident communicators and fluent readers. They can hold thoughtful conversations with adults and their friends. They can build meaningful relationships. The children develop physiological, cardiovascular and motor skills, showing excellent coordination in both large and small movements.

As they finish their Foundation Year in RMS, all children are inspired to 'do all the good they can' throughout the next stages of their learning journey.

Accelerated progress is evident in our tracking systems and all adults closely monitoring each child's attainment. The EYFS lead, DHT and HT monitor teaching and learning. Parent, other stakeholders (including other childcare providers) and the child's view of their learning journey are sought regularly. Our GLD and Exceeding level indicate our provisions' success.