



## 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. We aim **'for all'** children to be given an ambitious, rich and sequential curriculum which ignites their imagination and curiosity, enhances all children's life experiences and provides a firm foundation for assured future success, where children continue to **'do all the good they can'**.

Our aims, as detailed in the Statutory framework for the early years foundation stage, are as follows:

- quality and consistency, so that every child makes good progress, or better and no child gets left behind .
- a secure foundation through sequential planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly.
- partnership working between practitioners and with parents and/or carers.
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.
  - All children healthy, happy and safe.

Four guiding principles will shape our practice in early years.

These are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through **positive relationships**.
- children learn and develop well in safe **enabling environments** with teaching and support from highly qualified adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners, parents and carers.
- the importance of **learning and development**. Children develop and learn at different rates.

### **Implementation:**

Our Foundation Stage provision, both inside and outside reflects the seven areas of learning taken from the Early Years Foundation Stage profile.

Three areas are particularly important for building a foundation for all learning so children can **'do all the good they can'** at all times. Our Relationships and Health Curriculum underpins all aspects of learning.

These are the prime areas:

- communication and language
- physical development
- personal, social and emotional development

We also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

We reflect on the different rates at which children are developing and adjust our practice appropriately. Our assessment is integral to learning. Each child is unique and therefore has their own starting point and next steps.

We encourage and model the skills children need to be effective, life-long learners.

The characteristics of effective teaching and learning we encourage and model are:

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

We use the Statutory framework for the early years foundation stage document and the non-statutory guidance within Development Matters and Birth to Five Matters documents. However, our curriculum is much richer and more personal to our children at our school. In a daily and weekly context, it is driven by the children's own lines of enquiry, context, culture, engagement level and needs. Our curriculum planning incorporates seasonal changes and also celebrations from across our wonderfully diverse global

communities. We want to maximise our children's Understanding of the World and provide them with a rich vocabulary in which to describe what they know. Our curriculum is aligned with the whole school termly themes and the curriculum subject vertical progression knowledge strands have been mapped from our Nursery stage to Year 6. All of our rich EYFS curriculum content is underpinned by our practitioners continually reflecting on the different rates at which children develop and adjusting our practice appropriately.

Throughout school, we encourage children to be **'Ready, Mutually Respectful and Safe'** at all times in order to maximise their learning opportunities and develop self-regulation, an understanding of how to keep themselves and others healthy and safe, and the ability to develop positive relationships. In EYFS, our philosophy is very much 'planning in the moment' working with and inspiring children to seek new challenge opportunities through exploration of their environment, using open ended resources. We subscribe to the 'loose parts' philosophy. If a child expresses an interest in an aspect of provision we do not have available, it is immediately made available as soon as possible. We believe we are facilitators, interacting and scaffolding. We increase children's experiences of diversity, language, communication, reading and writing, culminating in optimum outcomes **'for all'**. We ensure children's experiences over time are consistently and coherently arranged to build cumulatively sufficient knowledge and skills for their future learning.

### **Impact:**

The impact of the curriculum on what children know, can remember and do is highly effective. Children demonstrate this through being deeply engaged in their work and play and sustaining high levels of concentration. **All** of our children, regardless of starting points, do well. Children with SEND achieve the best possible outcomes.

Our children 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 respect. They are kind, caring and considerate towards others. They are **'Ready, Mutually Respectful and Safe'**. 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. Children's experiences over time are developed sequentially to build sufficient and secure knowledge and skills for children's future learning. All children leave our setting ready and equipped for the next stage of their learning journey. Children become confident communicators and fluent readers, consistently using new vocabulary. They can hold thoughtful conversations with adults and their friends. They can build meaningful relationships. They speak with increasing confidence and fluency, in preparation for them to become fluent readers and develop a lifelong love of reading.

As they finish their Foundation Year in RMS, '**all**' children are inspired to continue to '**do all the good they can**'.