



Statement of Curriculum Intent

The overarching aim of the Early Years curriculum at Duxford C of E Community Primary School is to provide children, with a well-structured, safe, broadly enriched, active and stimulating learning environment both indoors and outdoors.

This will enable the children to develop the skills, attitudes and understanding that will form the basis of lifelong learning and encourage them to become well-rounded, happy and active individuals ready to succeed in a diverse and constantly changing society.

We believe that all children deserve an education rich in wonder and memorable experiences that allows children's natural creativity and curiosity to flourish, alongside the purposeful acquisition of skills and knowledge.

The Early Years Foundation Stage (EYFS) curriculum states that the four guiding principles that should shape practice in early years settings 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 enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
- children develop and learn in different ways and at different rates.

Seven areas of learning:

Children in our Reception class follow the EYFS curriculum, which has seven main areas of learning. These are:

The Prime Areas (based on relationships and the environment as being fundamental throughout EYFS):

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

The Specific Areas (include essential skills and Knowledge):

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts

Throughout all of these areas of learning and at the heart of the EYFS Curriculum are the "Characteristics of Effective Learning" (The ways in which the child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner).

The curriculum coverage ensures this by:

The curriculum in Early Years is designed to provide a broad and balanced education that meets the needs of all pupils. It facilitates them to gain the skills, knowledge and understanding, as they start out on their educational journey, supporting them to progress from their individual starting points and preparing them for the next stage of their education.

The Development Matters document along with the Foundation Stage Early Learning Goals set out end of Reception year expectations for children by the end of the Foundation Stage. Duxford C of E Community Primary School recognises the crucial role that Early Year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based.

All of the crucial skills, knowledge and vocabulary that we teach are presented to the children throughout the year which encompasses a range of topics, which are designed with their interests in mind. A vital part of the Curriculum design and topics is therefore the transition period before the children enter our classrooms and where we get to know more about them and their interests.

Teaching should ensure it is practical and playful with support and challenge from adults in whole class sessions, small group sessions and working with individuals. There is a combination of adult-led, teacher taught sessions as well as a wealth of stimulating continuous provision opportunities.

Our ethos in Early Years is to support children's personal, social and emotional development so that they feel safe and secure and are ready to learn.

We believe that the Early Years Foundation Stage is crucial in securing solid foundations that children are going to continue to build upon. It is our intent that the children who enter our EYFS develop physically, verbally, cognitively and emotionally whilst embedding a positive attitude to school and learning.

Progression through the EYFS is planned through our learning environments, both inside and outside. They are adapted regularly to meet the different and developing needs of the children in our class. We aim to ensure that these areas are always stimulating and exciting and that, importantly, they are accessible to all children, regardless of where they are on their learning journey. The environments are developed to promote independence within our children and allow them to access the curriculum independently and confidently with the necessary level of support and challenge.

Within our EYFS Curriculum, children are assessed continuously through accurate and important observations to support learning, consolidate and deepen knowledge and ensure children meet their next steps. These observations also provide us with information for future planning and enables us to ensure learning is embedded and consistent whilst all children continue to make progress through the curriculum.

Curriculum progression is as follows: see Early Years Curriculum Implementation Map.

Our aim is to prepare children to reach the Early Learning Goals at the end of the Foundation Stage and ensure children make good progress from their starting points. We aim to support a smooth transition into KS1.