



EYFS CURRICULUM

INTENT

Our aim is to create a learning environment and build relationships which support, enhance and invite a child's curiosity, confidence and individual competency to flourish regardless of backgrounds, circumstances or needs. We aim to work collaboratively with parents and carers to encourage independent, enthusiastic learners who thrive and reach their full potential. It is our intent that children who enter our EYFS begin their lifelong learning journey by developing physically, verbally, cognitively and emotionally whilst also embedding a positive attitude to school and a love of learning.

IMPLEMENTATION

The curriculum provides a play-based and experiential learning environment, combined with focused teaching and basic skills, to ensure children make rapid progress before moving onto Year 1. The children in the EYFS are provided with opportunities accessible in our indoor and outdoor provision. They engage in planned and well-thought out activities as well as self-initiated and free flow activities. The learning experiences are linked to the seven areas of learning and development within the EYFS. Each week, the children will work with an adult to complete at least one 1:1 reading session as well as two adult led tasks (Literacy and Maths) as well as a range of child initiated tasks.

IMPACT

The children experience a smooth transition between Nursery, Reception and Year 1. Effective communication and collaboration ensure the children leave the EYFS with a solid foundation of learning of which to build upon. Our children will grow to be confident, competent lifelong learners and good citizens. The impact of our curriculum is measured by half termly and termly assessments. We measure the percentage of pupils achieving age related expectations throughout the academic year, put supportive interventions in place if and when needed.

CULTURAL CAPITAL

We understand that each child arrives with a number of experiences and ideas based on their own personal circumstances. Therefore, we offer a curriculum rich in wonder and memorable experiences.

We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning.

In our EYFS, we make sure we use the curriculum to enhance the experience and opportunities available to children, particularly the most disadvantaged. Our EYFS practitioners feel confident talking about building activities around the children's interests. Our planned activities are always exciting, stimulating and diverse to include children's backgrounds.

Our stimulating activities will involve finding books on a child's favourite topic, creating role-play activities that further children's interest in a particular idea, taking various trips or organising visits from community figures such as the police.

KNOWLEDGE & SKILLS

Our curriculum overview clearly shows progression of the skills, knowledge and concepts that children will build up during their time in our setting. This ensures that children are offered teaching in line with their age and developmental stage, helping them to develop their learning in a coherent manner and supporting them to become increasingly independent in applying their skills. Following personal interests and individual needs, allows us to plan and provide opportunities throughout our EYFS curriculum to support learning and development and achieve their next steps. A vital aspect in the development of essential knowledge and skills is the use of continuous provision. This means that children are using and developing taught skills throughout the year on a daily basis.

ASSESSMENT

We ensure there is a balance between activities led by children, and activities led or guided by adults. Careful observations are used to inform planning and teaching and learning is thus effective when children feel a sense of belonging, curiosity and competence showing resilience and tenacity.

By monitoring outcomes regularly, we can effectively demonstrate what learning is taking place and how each child is progressing in all seven areas of the EYFS curriculum.

In the final term of the year, the EYFS Profile is completed for each child. Each child's level of development is assessed against the early learning goals. Teachers must indicate whether children are meeting expected levels of development or not yet reaching expected levels. This is the EYFS Profile.