

Bishop Aldhelm's C.E. Primary School

Loved by God; United in Learning

Headteacher: Scott Tait

Deputy Headteacher: Lizzie Sharpe

Love, Unity, Courage and Inspiration



Bishop Aldhelm's EYFS Curriculum Statement



September 2021



Bishop Aldhelm's EYFS Curriculum Statement

In line with our whole school vision we believe that all children are loved by God and united in learning.

Our **INTENTION** in our Early Years Foundation Stage (Pre-School and Reception) is to ensure that every child feels, safe, happy and secure by creating an inclusive and welcoming ethos in which every child is valued and treated as a unique learner. This will enable every child to make progress and achieve excellence in their learning.

We intend to set the foundations which will help our children to become emotionally and physically healthy and, through their 'have-a-go' attitude, will have the tools to embrace challenges and overcome barriers. Upon these foundations, we strive to build confident life-long learners who have a thirst for discovering and finding out.

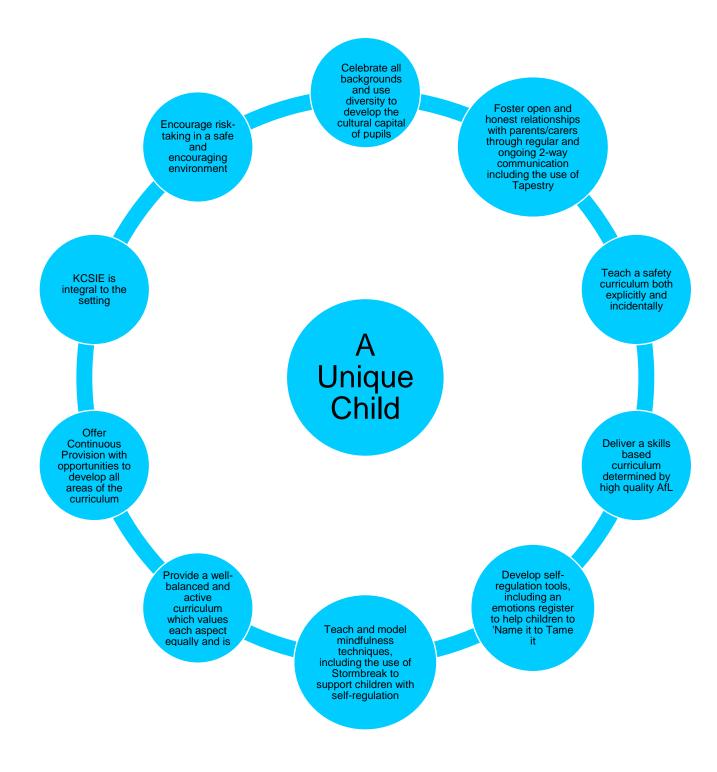
Our children will develop the skills of independence, resourcefulness and resilience within their learning and these will be encompassed within the school's four values of Love, Inspiration, Courage and Unity.



Our curriculum is set on the principle that children learn best when they are settled and comfortable within the learning environment and that a child-centred approach for young children is crucial for their development and success. Therefore, our teaching and learning is carefully crafted to reflect the needs and interests of our children, with imagination and creativity woven throughout. Our practitioners are constantly evaluating and reviewing their practise to ensure excellence across the Early Years Foundation Stage.

Every practitioner is determined to ensure that our children are ready for the next stage of their learning: in our pre-school we make sure our children are prepared for Reception; in Reception we make sure our children our ready for Key Stage One. Thus our curriculum has a clear and strong drive around developing the Prime Areas, with a particular focus on Communication and Language. Running parallel with this, is the solid and robust teaching of the Specific areas of learning in which we aim to guarantee that 100% of children leave EYFS having achieved the Early Learning Goal in reading and having fostered a love of reading in order to open them up to the world around them.

We will achieve our **INTENT** by **IMPLEMENTING:** a curriculum which embeds the four principles of EYFS:



Ongoing CPD of staff to ensure best practice Actively listen to parents and children to foster positive relationships

Children's interests to be central to planning

Carefully planned and structured transitions including Stay & Play sessions, liaison with other settings as well as parents, home visits and/or 1:1

> Positive Relationships

Parents'
Evenings
organised in
line with rest of
the school

Where appropriate, use parents as a resource (e.g. to teach about traditions & cultures)

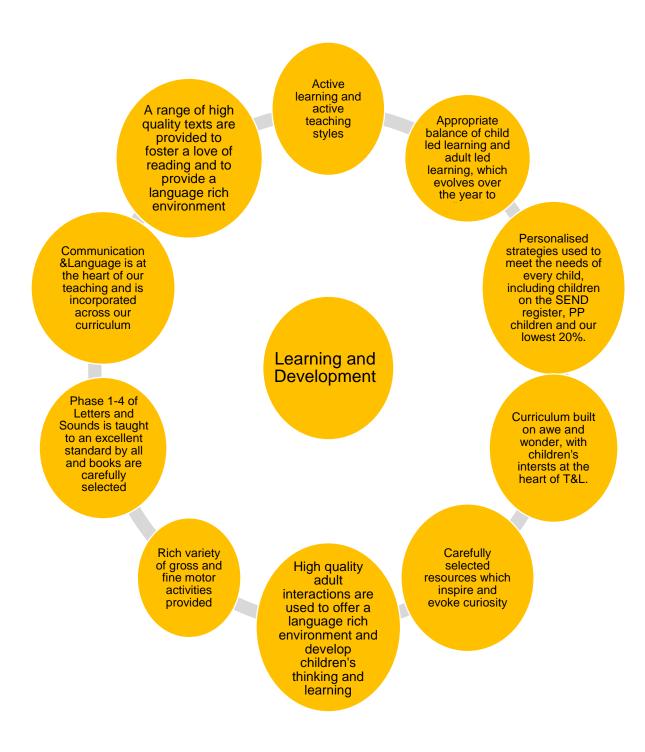
Key adults assigned to each child and all adults model positive relationships with each other

Share children's next steps with parents/carer s

Encourage parental engagement through: an online journal, ongoing communication, celebrating achievements

Children organised into small 'Home groups/Nest groups' to facilitate review/reflection sessions

Check points used for Fluid Long Term assessment Progression Map purposes Skills based continuous provision informed by observations of which is based on the interests of the children common play behaviours and timely festivals/celebrat ions/seasons Appealing Half termly gap analysis used to inform Medium Term Planning and enhancements to the learning environments Appealing resources (including open ended and multisensory) that are well-organised and accessible, to develop independence **Enabling** Environments Clearly zoned indoor and outdoor areas which reflect the 7 areas of learning Create an environment which supports and stretches pupils development of COEL. Planning includes the use of the SSSI and the rest of the Children to participate in the school's Strong links with the local school's grounds pupil voice and resources community. Facilitate visits, trips and visitors to the settings



By IMPLEMENTING our curriculum, the IMPACT will be:

The majority/most of children finish EYFS with a Good Level of Development

100% of children finish EYFS having made accelerated progress in their reading ability.

Our children are well prepared for the next stage of their learning.