

EYFS Curriculum







Introduction

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.'

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Foundation Stage year. In our school, all children join us, in a short phased entry, at the beginning of the school year in which they are five. This is known as FS2. We believe that early childhood is the foundation on which children build the rest of their lives.

Purpose and Aims of the Policy:

The aims of our school as described in our school values:

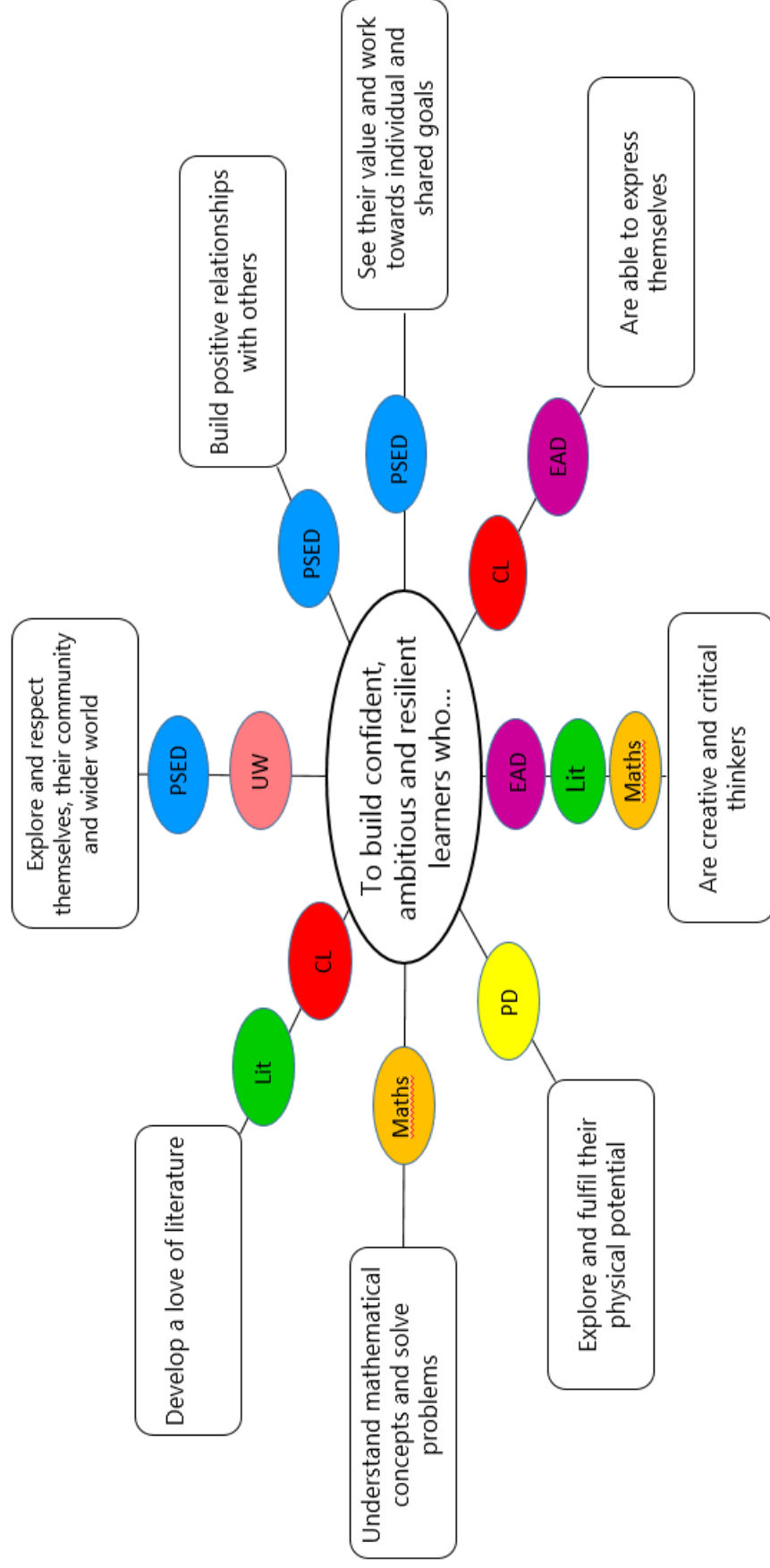
Our Partnership Rules Be kind. Be safe. Be respectful.	Learning behaviours	Our Vision Learn together. Grow together. Succeed together.
	Ruby learners are kind.	
	Topaz learners value themselves and other.	
	Emerald learners attempt new challenges.	
	Sapphire learners manage their distractions.	
	Amethyst learners work together as a team.	
	Diamond learners solve problems.	

Curriculum intent

'When we give every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow.'
(Development Matters 2020)

In EYFS we understand the importance of ensuring secure foundations for future learning and development. However, we also believe in a holistic approach, keeping the whole child in the fore-front of our minds and realise the importance of play in children's development. Therefore we are committed to a principle of Learning through Play whereby children and adults engage in exploratory and active learning, where creativity and critical thinking is developed, supported and extended and all areas of learning and development are implemented. It is our intent to inspire a love of learning, where the children are ambitious, resilient and confident to take risks.

Our Curriculum Goals



The EYFS is based upon four principles, which shape our practise

- **A Unique Child** – we recognise that every child is different, every child is constantly learning and can be resilient, capable, confident and self-assured.
- **Positive Relationships** enable children to learn to be strong and independent. We know children learn best when they are happy and have a sense of belonging
- **Enabling Environments** – allow children to learn and develop well with teaching and support from 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 and parents and/or carers.
- **Learning and Development** – children learn and develop in different way and at different rates. The framework covers the education and care of all children in early years' provision, including children with special educational needs and disabilities (SEND).

Curriculum Implementation

'Play is essential for children's development, building their confidence as they learn and explore, relate to others, set their own goals and solve problems. Children learn by leading their own play which is guided by adults' (Statutory Framework for the Early Years Foundation Stage 2020)

At Parsons Down children are provided with challenging and supportive learning and play opportunities within the curriculum areas. Our curriculum is guided by the Development Matters and is designed to be really flexible so that we can follow a child's unique needs and interests. Therefore our planning is based on the children's own interests and fascinations, which allow our children to become successful, independent learners. By leading their own learning we believe the children are intrinsically motivated to challenge themselves, take risks and solve problems. We help them to practise and develop ideas and skills, without fear of failure. As a result of this way of learning our children develop particularly high levels of involvement and independence. Through this approach we have seen our children make excellent progress in their communication and language skills. They are confident to work and make decisions, independently and as a team.

There are seven areas of learning and development that shape our curriculum in our Foundation Stage. All areas of learning and development are important and interconnected. Three areas are particularly crucial for igniting children’s curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas are **The Prime Areas**:

EYFS Prime Areas of Learning	
Communication and Language (CL)	Listening, Attention and Understanding
	Speaking
Personal, Social and Emotional Development (PSED)	Self Regulation
	Managing Self
	Building Relationships
Physical Development (PD)	Gross Motor Skills
	Fine Motor Skills

Children are also supported in four specific areas, through which the three prime areas are strengthened and applied. **The Specific Areas** are:

EYFS Specific Areas of Learning	
Literacy (L)	Comprehension
	Word Reading
	Writing
Mathematics (M)	Number
	Numerical Patterns
Understanding the World (UW)	Past and Present
	People, Culture and Communities
	The Natural World
Expressive Arts and Design (EAD)	Creating with Materials
	Being Imaginative

When planning and guiding learning opportunities, we take into account the following different ways that our children learn effectively, which are:

- **Playing and exploring:** providing opportunities for children to investigate and experience things and encouraging children to ‘have a go’;
- **Active learning:** providing opportunities for children to concentrate and keep trying if they encounter difficulties as well as enjoy and celebrate their achievements;
- **Creating and critically thinking:** providing opportunities for children to have and develop ideas, make links between ideas and develop strategies for doing things.

Our curriculum provides a balance of child initiated and adult led activities. We deliver the curriculum through:

Drawing Club – each week we focus on one story and each session we take on a different theme allowing the children to share their ideas with an adult whilst drawing.

Poetry – children learn and perform poems adding actions so that they stay in the children's memory

Wellie Wednesday - opportunities to explore different areas of the school, the local area and experience campfire cooking. We go out whatever the weather!

Outdoor Learning – We value our outside environment as well as our inside environment.

Stories and books – help children to make links in their learning and experiences and make sense of their world.

Play Plans – give structure and focus to children's play and allow adults to add enhancements and challenge.

Growth Mindset – Our learning gems of managing distractions, teamwork, sharing and valuing ideas, attempting new challenges and problem solving.

Continuous provision is an important aspect in the development of knowledge, skills and consolidation of learning. Through our indoor and outdoor learning environments children develop key skills such as independence, creativity and problem solving. During the school day children have opportunities to work independently, collaboratively with peers and members of staff. Once a week the children spend the morning learning outdoors, where they might participate in campfire cooking, go on a local walk or explore the school grounds. Our curriculum, planning and learning environments enable children to become resilient, take risks and be motivated to learn.

Every day we have 'Learning and Discovery time'. During this time children learn through first-hand experiential activities with the serious business of 'play' providing the vehicle. Your child will have opportunities to...

- Write for a real purpose;
- Use mathematical language and explore mathematical concepts while building bridges, filling buckets and digging holes etc;
- Apply reading skills they have learnt in phonics sessions;
- Make plans and follow them through, knowing that they will be valued;
- Extend their vocabulary through quality interactions with each other and with adults; Develop an understanding of themselves and the world in which they live;
- Be creative in designing and making with junk, fabric and other materials at the woodwork bench;
- Experiment with movements on a small and large scale, developing both fine motor control for writing and general physical health and wellbeing.

Adults in the setting will have opportunities to...

- Have meaningful conversations with and actively listen to the children's thoughts, interests and ideas;
- Scaffold the children's learning and enable them to take their next steps;
- Model and create a supportive climate for learning;
- Observe, assess and plan stimulating learning experiences.
- Re-direct play if necessary

Assessment, Observation and Planning

Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence. (Development Matters)

Assessment is focused around identifying and tracking vulnerable learners to ensure provision and support can be scaffolded up to their needs. It builds on what the children know, understand, can do, want to know, and need to know. Assessment including observations are an integral part of learning and development. Observations are monitored and used to secure timely interventions and support, based on a comprehensive knowledge of the child. Photos and videos are taken to record key moments of learning and are shared with parents via Tapestry. We carry out phonic and maths assessments each half term, as appropriate.