

Early Year Foundation Stage (EYFS) Curriculum

Vision Statement

'The goal of early childhood education should be to activate the child's natural desire to learn'

Maria Montessori

"Children are born ready, able and eager to learn. They actively reach out to interact with other people and the world around them. Development is not an automatic process; it depends on each unique child having opportunities to interact in positive relationships and enabling environments."

Our vision is to provide our pupils with high-quality learning experiences through our engaging, creative, language-rich, and inclusive curriculum. We believe every child deserves the best possible start in life and provide opportunities that enable them to fulfil their potential.

At Berridge, we want our pupils to experience the joy of learning through playing and exploring, being active, and through creative and critical thinking. We aim to develop and broaden the range of our pupils' learning experiences, both indoors and outdoors. We aim to support children in developing core skills and knowledge allowing them to become confident, happy, **creative**, enthusiastic, **motivated**, **resilient** learners, who look forward to coming to school.

The overarching theme for our curriculum is **People & Places** - Understanding the world that we live in and the people who inhabit it. Our school's Core Values are **Considerate, Creative, Motivated, Reflective, Resilient, and Respectful**.

Intent

'Play is the highest form of research' **Albert Einstein**

We commit to providing a curriculum that will equip pupils with the crucial foundations that they need to build upon, throughout their school journey and beyond. In the Foundation Stage, we meet the pupils' needs and stages of development and offer learning that extends, enriches, and develops the unique child.

Our EYFS curriculum has been designed to recognise pupils' prior learning, both from previous settings and experiences at home. We build positive relationships with children and their families to ensure each child is enabled to develop socially, emotionally, creatively, intellectually, physically, and spiritually. Every child is an exceptional individual and we celebrate and respect differences within our diverse school community. We provide pupils with a language-rich learning environment that encourages them to pursue their interests and ideas as well as providing purposefully planned lessons and focus activities, Daily Phonics, Maths, and Theme lessons.

Our curriculum follows the EYFS framework and our provision feeds into the school's People and Places Golden Thread. The expectations and delivery of the curriculum is carefully planned with opportunities to adapt to the changing needs of the children, ensuring there is a balance between both adult and child-initiated learning.

We strive to ensure that all of our children make good progress and for them to continue to build on the knowledge, skills and experiences, acquired in Foundation, throughout their time at our school.

Implementation

We recognize that the children at Berridge each arrive with a unique set of skills, knowledge, attributes, and experiences. The learning opportunities within the Early Years are linked to the seven areas of learning and development within the EYFS Framework. These areas are split into three prime areas and four specific areas. We place a strong emphasis on the prime areas in the early phases of the EYFS curriculum. The curriculum is planned in a cross-curricular way to enable all aspects of the children's development as well as to promote sustained thinking and active learning. Both the Nursery and Reception have long-term plans for the year covering the seven areas of learning in the EYFS.

Within our stimulating and enabling environments, children are supported to learn through a play-based curriculum, which is planned for the inside and outside and importance is given to learning in both areas. Our experienced adults facilitate and support the children's 'exploration' through a language-based curriculum. The timetable is carefully structured so that each day, pupils have directed teaching in Maths, Phonics, and Literacy which is related to a specific story or poem. In addition, regular group sessions focus on Personal, Social, and Emotional Development, Understanding the World, and Expressive Arts and Design. These sessions may be reinforced by activities in our Continuous provision to reflect and build on the children's learning. The afternoons are timetabled for focus group time which allows the teacher to embed learning, identify understanding, and ensure children make progress.

Our inclusive approach means that pupils learn together, with additional support to enhance and scaffold pupils who need it. We identify pupil's strengths and strive to support their areas of individual need. Adult knowledge of children's needs is gained through quality interactions, observation, and focus activities, and formal assessments. On-going assessments are stored on Arbor, E2P and the Little Wandle assessment tracker, alongside records of work in their Learning Journals, records in teacher assessment files, and practitioner knowledge.

At the beginning of the Foundation year children are assessed by the national baseline assessment and against the EYFS Profile in all 17 aspects of learning, throughout the year so attainment and progress can be monitored, and data analysis ensures children's progress is monitored, planning is evaluated, and next steps are identified.

Data shows that all our children make good or better progress from their initial baseline to the end of the year.

Senior leaders monitor the quality of teaching and learning in the Foundation Stage through drop-ins, book looks, and planning audits. As a team, we carry out regular internal moderation sessions to ensure assessment is consistent and rigorous.

Effective communication between FS and KS1 staff is crucial to achieve a smooth transition for children and to plan accordingly for the next stage of their learning journey.

We involve parents in several ways, inviting them into our Units for Stay and Play sessions as well as running Parent Curriculum meetings where parents gain knowledge about EYFS and are given resources and ideas to help them support children's learning at home. Parents are welcome to speak to staff informally before and after school each day.

COMMUNICATION & LANGUAGE

We commit to providing a language-rich environment where every child is supported to develop their spoken language. This will ensure that children feel confident to express themselves which will support their future cognitive development and academic success.

Many of our children enter school with limited English, to address this we provide enhanced opportunities to develop language through building positive relationships and quality interactions. Adults model good language, comment on what children are doing and question when engaging children in conversation. Staff have training so they are skilled in assessing early speech and language development and have the expertise to support children in being able to communicate their thoughts and ideas and explore the meaning of new words. Children are supported to develop their spoken language and confidence to express themselves. Children are exposed to a language-rich curriculum during teaching sessions including NELI and story time well as during active learning.

PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

We commit to developing authentic relationships and meaningful connections with every child. This will ensure that they feel safe and that they belong. The trust they have in adults will give them the confidence to explore the environments, opportunities, and experiences we provide for them.

We have high behaviour expectations, so the children learn to be considerate of others and show respect for each other, staff interact with the children to develop their social skills and children are taught about building relationships and managing their feelings throughout the year. Through learning about school values and in turn British values children begin to understand behavioural expectations within school, the community and ultimately what it means to be a good citizen. Within our diverse school children learn to celebrate and embrace difference.

PHYSICAL DEVELOPMENT

We commit to providing an environment that allows every child the opportunity to develop gross and fine motor skills, which are linked to later literacy skills. This will provide the foundation for developing healthy bodies and social and emotional well-being.

We provide opportunities for our children to be active and interact with others both outside and inside. Our outdoor environments are planned and resourced, so children have opportunities to develop gross motor skills and spatial awareness through a variety of activities. Children practice and refine skills such as jumping, rolling, walking, running, hopping, and skipping. They build strength, balance, stability, and coordination through climbing, hanging, using core apparatus, yoga, and dance. Adults support children to independently use large and small apparatus safely and confidently.

All children have allocated Hall times where they are taught dance and yoga and use the apparatus to develop their gross motor skills. They refine motor skills such as throwing, catching, batting and rolling with balls, hoops, and beanbags. Children get opportunities to use the trim trail at lunchtimes and through a focus session on Fridays.

Activities are planned to develop fine motor skills within active learning time and at the beginning of the day. Children are taught to safely use tools such as scissors, paintbrushes hole punches, knives, forks, and pencils competently and with control.

Lessons are planned to teach children the importance of healthy bodies, so they know how to keep themselves healthy, covering topics such as food and exercise.

LITERACY

We commit to providing every child the opportunity to experience a range of reading experiences to help develop a love of reading, curiosity, and wonder about the world around them. We will introduce a well-sequenced reading curriculum, including stories, poems, rhymes, and non-fiction from around the world, showing a diverse range of people, places and cultures. We aim to inspire a passion and love of books.

We aim to inspire a love of books and Stories; books and rhymes are carefully chosen to support the key themes throughout the year. Both Nursery and Reception have inviting story areas with high-quality texts relating to themes children are learning about as well as props to enable children to retell and create new versions of familiar stories. Creative storytelling is encouraged through small world play, role play, construction, painting, drawing and model making. These areas afford children a variety of different spaces to tell stories and develop language.

We encourage children to link sounds and letters and to begin to read and write. Little Wandle Phonic lessons are taught daily with opportunities for children to read and write and F2 children are involved in reading sessions each week. The reading books are sent home weekly for children to practice their reading at home, alongside a reading-for-pleasure book. In both Nursery and Reception learning is planned through a book every 2 weeks that is read and talked about with activities linked that can be accessed in continuous provision.

MATHS

We commit to ensuring every child develops a strong grounding in mathematics through rich and varied activities and resources that are engaging and appropriate for their age. Helping children develop a deeper understanding of (six key areas of maths) mathematical concepts is essential to develop the building blocks to excel mathematically.

Our Maths lessons are planned and taught with an emphasis on studying key skills and knowledge in cardinality, counting, comparison, composition, pattern shape, and measure. We support our children in developing a deep understanding and the acquisition of mathematical language. Our children learn through a range of activities using concrete manipulatives, these early mathematical experiences are carefully designed to help children embed key concepts to ensure all children develop firm mathematical foundations that they can apply independently.

Nursery children begin to develop these key skills and knowledge during daily, purposeful maths experiences where they explore sorting, quantities, shapes, numbers, and counting awareness through problem-solving, daily routines, and number rhymes and stories.

UNDERSTANDING THE WORLD

We commit to every child having the opportunity to make sense of their physical world and their community through opportunities to observe and find out about people, places, technology, and the environment. We aim to foster a curiosity for learning, giving children the tools to explore, question, and discover the world around them.

Our children have lots of opportunity to explore the natural world, spending time in our garden with our Forest Schools teacher in addition to time spent outdoors daily within the unit. Adults guide children to make sense of their physical world and their diverse community through opportunities to explore, observe, and find out about people, places, and environment. Through themes such as Me and my Family, Me and the Community and Me and the World, children can learn about differences and similarities between people and places. These themes feed into the People and Places golden threads that run through the curriculum across the whole of Berridge school.

EXPRESSIVE ART & DESIGN

We commit to ensuring every child has the opportunity to creatively express themselves by providing activities that enable the playful exploration of materials, processes, and ideas. This in turn will nurture children's confidence in self-expression and the development of a range of skills and knowledge. We aim to ensure children are exposed to art from different cultures and artists and inspire a passion for creating.

We provide an environment where children can creatively express themselves in a variety of ways. Skills and knowledge are taught throughout the year so children can use them in active learning with a variety of media and materials available to them. There is opportunity for children to practice skills and build on their

Impact

'If we want our children to move mountains, we first have to let them get out of their chairs' Nicolette Sawder

We commit to providing a curriculum that will ensure children at the end of the foundation stage;

- Feel more confident to express themselves and communicate with others, using a wider range of vocabulary.
- Feel safe and have a sense of belonging.
- To be happy and independent.
- To be considerate and respectful of others.
- To celebrate diversity and be inclusive, so the curriculum is accessible to all.
- To have good relationships with others.
- Are confident to explore the environments, opportunities, and experiences provided for them.
- To be motivated and resilient learners and to keep going even when things are difficult.
- To demonstrate good fine and gross motor skills.
- To be able to read and write according to their phonic knowledge.
- To demonstrate a passion for and love of books.
- To demonstrate a deeper understanding of mathematical concepts.
- To demonstrate a curiosity about people, places, and the world around them.
- To be creative thinkers and problem solvers.
- To become passionate creators.

Each child has their baseline assessed at the end of the first half term they are in the setting.

At the end of each term the children are assessed in all 17 areas of learning using the on-going assessments, records of work in their Learning Journals, records in teacher assessment files, and practitioner knowledge.

We understand that when assessing children against the Early Learning Goals, there will be many children who are awarded the same level but may be working at differing levels within this range. Effective communication between FS and KS1 staff is therefore crucial to achieve an effective transition for children and to plan accordingly for the next stage of their learning journey. Targets are set with the differing levels within the range of Expected taken into consideration.