

EYFS Curriculum



| Intent | Implementation | Impact |
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| <p>Early years is perhaps the most important stage in a child's school life and with our catchment's levels of deprivation, our children have to be learning and happy from day one. As a school, we have a clear vision on what is required to support that. We believe that it is our duty to provide the children in our Nursery, Pre-School and Reception classes with the secure foundations they need in order to flourish.</p> <p>It is our vision that all of our children leave EYFS as resilient, independent, happy, kind and accepting young learners. Strong relationships between staff and children are at the heart of everything that we do so that our children feel safe, happy and ready to learn at school.</p> <p>We know that many of our children come from deprived and unemployed families which means that the life experiences that they have outside of Skelmersdale are extremely limited. As a result, our curriculum has been built to provide children with real life experiences which they will remember. Over time, our baseline assessment data has continuously shown that our children enter the EYFS working significantly below developmental expectations. There are two areas which cause particular concern year-on-year: communication & language and physical development (having the fine motor skills required to effectively write sentences by the end of Reception.) As a result, we do our utmost to close these gaps before children enter KS1.</p> <p>Our curriculum has been designed to meet the needs of our children and is informed by the overarching principles and the seven areas of learning which are outlined in the Early Years Statutory Framework.</p> | <p>We have an ambitious, sequential curriculum which evidences a clear progression of skills as children move from Nursery to Pre-School to Reception. Children are taught the skills, knowledge and vocabulary that they need to develop in order to move forwards successfully and be ready for what will come next. We build upon what children have already learned so that they can learn more.</p> <p>The curriculum provides a play-based learning environment, combined with the focussed teaching of skills and knowledge in interesting and exciting ways. We adapt our resources, activities, interactions, questioning, timetables & child-led/adult-led learning time based on the stage and needs of the children. Reading and a love of books is at the heart of our curriculum. Learning is brought to life through carefully selected key books and planned opportunities which create awe and wonder for our children. We open our children's eyes to the wider world and provide real life hands-on experiences which they will remember. Books have been carefully selected around themes which will interest, engage and inspire our children. To ensure that we are meeting the needs of all individuals and groups, there will be times when the content of our curriculum will change according to children's interests or developmental needs.</p> <p>The tables below give an insight into what our curriculum looks like for our children in relation to each of the seven areas of learning. In addition, the Characteristics of Effective Learning thread through all that we do. Children are taught to play, explore, be involved, keep trying and think critically.</p> | <p>During their time in EYFS, our children, and their families, become valued members of the Delph Side community. They are equipped with knowledge and skill sets which prepare them well for their futures – we truly believe that we make the early years count!</p> <p>Our curriculum and its delivery ensure that children make at least good progress during their time in Early Years. Despite their significantly low starting points, we strive to close the gap and ensure that the number of children who meet the expectations for a Good Level of Development is close to the national average. In addition, we believe that our curriculum equips our children with the independence, resilience, personal and social skills they require in order to access the National Curriculum.</p> <p>Assessments, both formative and summative, are completed and used to inform staff, and parents, about children's progress and needs. Staff can confidently talk about the levels of achievement of all children which means that learning experiences are shaped to always be meaningful. We attend moderation meetings with a cluster of other local schools where we can validate our school judgements.</p> <p>All staff prioritise a high-quality early education for all children. Our EYFS classrooms are extremely inclusive and children who have special educational needs and disabilities are identified quickly and promptly receive any extra help that they need so they can progress.</p> |



Communication & Language

All children...

- Listen to stories read by adults every day.
- Join in with key nursery rhymes every day. to promote vocabulary & early storytelling.
- Have access to exciting and engaging resources/activities which captivate their attention.
- Access small/larger group gathering times to promote good listening and attention skills.
- Will hear and understand key vocabulary which is explicitly modelled and taught matched to their stage of development.
- Understand and answer questions matched to their stage of development.
- Learn new words – key vocabulary is explicitly taught each week.
- Have opportunities to engage in conversations with others.
- Engage in a range of activities which promote talk and language development.
- Are assessed using WellComm and receive intervention if required.
- Have their snack in a social setting, sat around a table with their peers.
- Have adults who are trained in Makaton, if they require this.
- Children in Pre-School engage in daily circle time sessions focused around their theme/key book. They also access short adult-led activities in small groups.
- Children in Reception build up to listening and attending to several whole class



Personal, Social & Emotional Development

All Children...

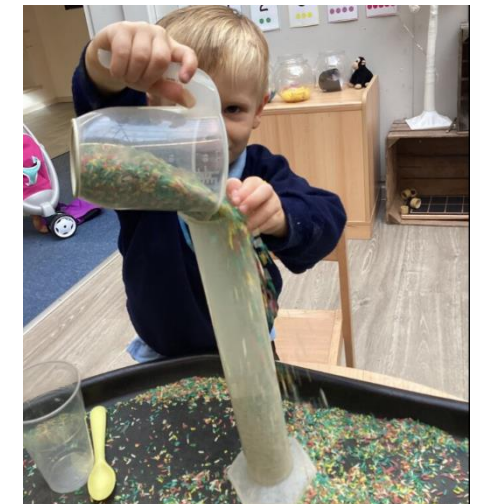
- Watch adults be good, positive role models. Adults will show them, at an appropriate level, how to manage their feelings and behaviour in a range of contexts.
- Are around adults who know them well & who spend time forming positive relationships with them.
- Hear adults praise them positively when they display positive behaviours.
- Become familiar with the structure of their day because the routines will be the same. Children will know what to expect and be able to predict what is coming next.
- Learn about feelings. They learn to recognise and label different feelings & adults will model how to manage feelings which may be more difficult.
- Know the rules and expectations in their classroom, at an age appropriate level.
- Are around adults who have fair and consistent boundaries and consequences. Children will know what these are and will know what to expect if they display negative behaviours.
- Will be encouraged & supported to show independence at an age appropriate level.
- Have the freedom to make choices.
- Have access to visuals & sand timers (when required) to support them with transitions.
- Children have access to 'The Forest' where they have opportunities to develop their; team work skills, resilience, self-confidence & belief and problem solving skills.



Physical Development

All children...

- Have access to developmentally appropriate resources which will aid their progress to achieving good fine motor skills (large mops, brushes, rollers, tyres, streamers etc.)
- Spend extended periods of time in the outdoor environments with opportunities to move their bodies in order to support their strength, balance, spatial awareness, co-ordination & agility
- Follow the Squiggle Early Writing Programme to prepare for writing in a fun, developmental and physically appropriate way
- Take part in adult-led activities which are specifically planned to improve their arm strength and finger muscle dexterity
- Will be able to access a range of mark making tools so that they can practice holding a pencil effectively
- Classrooms are enhanced with a range of fine motor control resources/activities to help with hand eye co-ordination
- Have access to climbing equipment on the school playground.
- Children in Pre-School and Reception access weekly PE sessions in the school hall
- Children in Reception attend weekly Woodland School sessions delivered by the school Forest School leader.



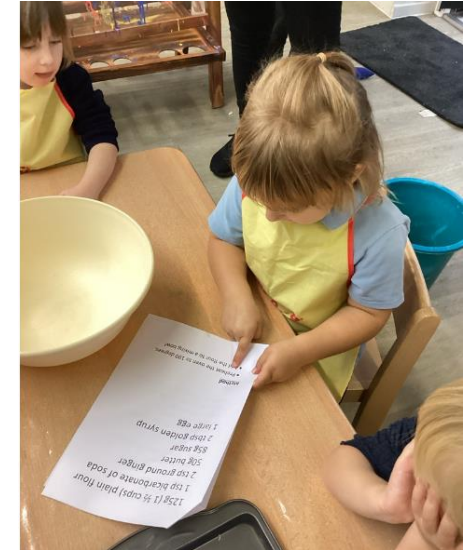
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Literacy

All Children...

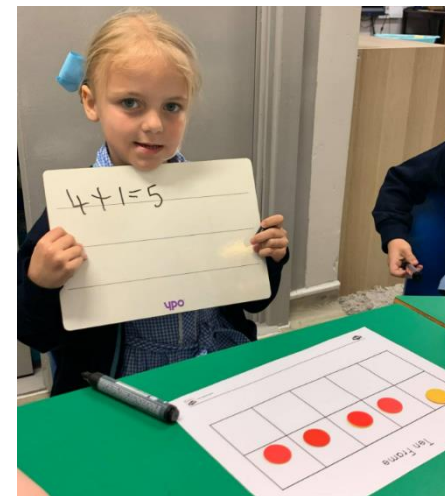
- Hear and learn key nursery rhymes.
- Are immersed in sounds, words, rhythm, rhyme & song.
- Listen to a story read by an adult every day.
- Are promoted to read for pleasure.
- Hear familiar stories over and over again.
- Have free access to a range of high quality, age appropriate books within their classrooms.
- Watch adults model a love of reading.
- Engage in activities which promote awe & wonder based on a familiar book.
- Have opportunities to answer questions based on a story they have heard.
- Have lots of opportunities to mark make using different resources.
- Watch adults model writing for a range of purposes.
- Are encouraged to practise different mark making movements to improve dexterity which will promote pencil grip and letter formation.
- Follow the Squiggle Early Writing Programme to prepare for writing in a fun, developmental and physically appropriate way.
- Children in Pre-School & Reception self-register every morning.
- Children in Pre-School take part in phonics sessions. These first focus on the Phase 1 elements and then move onto focusing on single letter sounds & early oral blending/segmenting skills before children start Reception.
- Children in Reception start daily Read, Write, Inc. sessions from Week 1. They learn single letter sounds, digraphs & trigraphs & apply their phonic knowledge to read & write sentences.



Mathematics

All Children...

- Hear adults model mathematical vocabulary in context & sing number rhymes throughout the day.
- Hear adults model how to count accurately for a range of purposes throughout the day.
- Have access to mathematical opportunities throughout the continuous provision – this includes not only in a maths area but also in the sand, water & construction areas.
- Are able to practice & master the skills they have been taught because resources in maths areas are carefully selected.
- Are encouraged to explore, experiment and discover mathematical concepts as they play freely.
- Are supported by adults who have a strong understanding of early mathematical skills & who model positive attitudes towards mathematics.
- Are exposed to real-world mathematical problems which arise naturally as they play.
- Have embedded routines so that they develop an understanding of pattern & time.
- In Pre-School, children access Number Time sessions over the week. Sessions consist of group work & 1:1 time spent with a teacher practicing a given skill.
- In Reception, children access a daily whole class maths input (linked to White Rose Maths Scheme), 4 group adult-led activities per week & an additional NCETM mastering number session daily.
- In Pre-School and Reception, maths sessions ensure that children have frequent and varied opportunities to build and apply their mathematical understanding in a range of contexts & using a range of manipulatives.



Understanding the World

All Children...

- Are provided with opportunities to develop a sense of awe & wonder about the world around them.
- Have opportunities to become curious and show an interest in stories about people, animals or objects that they are familiar with or which fascinate them.
- Have access to a range of non-fiction books about people, places, animals, nature etc.
- Have the opportunity to play outside every-day, experiencing the 4 seasons and different weather conditions.
- Have opportunities to explore nature.
- Listen to adults read stories which reflect our culturally and socially diverse world.
- Have access to resources which reflect diversity & are free from discrimination and stereotyping.
- Learn about the differences between their own family dynamics & the family dynamics of others.
- Listen to adults talk positively about differences between themselves and other children.
- Celebrate and learn about different religious celebrations including Christmas and Easter.
- Discuss, learn about and complete activities about different significant historical events including Bonfire Night.
- In Pre-School and Reception, children learn about different cultural celebrations, including Diwali and Chinese New Year.
- In Pre-School and Reception, children take part in the whole school World War Week. They complete activities at an age appropriate level to mark Remembrance Day.
- Watch adults model how to use a range of technology & have the opportunity to explore different technological toys & devices freely.
- *For more information about the links between Understanding the World and Science, History and Geography in the National Curriculum, see EYFS-NC documents.*



Expressive Arts & Design

All Children...

- Have access to creative areas where they are provided with space and time to explore and experience a range of materials to develop their own creativity.
- Experience a wide range of media and materials which inspire them to think flexibly and creatively.
- Are supported by adults who prioritise the creative experience rather than a defined outcome and understand that individuals will have different responses and representations at their own level.
- Watch adults model how to play imaginatively in the role-play and small world areas.
- Have access to role play areas where they can express their own imaginations through free play.
- Have access to small-world resources where they can practice playing imaginatively with people/animals/settings which interest them, as well as with familiar stories.
- Have access to resources which allow them to construct and build, providing opportunities for them to express their ideas in different ways.
- Have opportunities to play with more open-ended resources that they can use how they like.
- Are taught key nursery rhymes so that they can perform them by reciting the words and actions off by heart.
- Listen to a range of different music, songs and rhymes.
- Have opportunities to play musical instruments.
- In Reception, children have the opportunity to perform by taking part in the Christmas performance.
- In Reception, children take part in weekly Music lessons.
- In Reception, children take part in weekly Art lessons led by the schools Art specialist.
- *For more information about the links between Expressive Art & Design and Art, Design Technology and Music in the National Curriculum, see EYFS-NC documents.*

