



Early Years Curriculum Statement

Intent	<p>We are passionate about giving our children the best possible start to their learning journey. The EYFS is fundamental in ensuring solid foundations for children enabling them to be life-long learners. At Streethay, we place great emphasis on building positive and secure relationships with our children and families in order to achieve the best possible outcomes. Our children are enthusiastic, safe and well supported and challenged by our teaching staff.</p> <p>We follow aspects of a Reggio Emilia approach in the EYFS, using natural materials and resources to engage and spark thinking within our learners. This environment enables all learners to become engrossed within their play and supports development.</p> <p>Our Streethay curriculum has been designed to enable children to succeed. We support all learners and create opportunities to maximise opportunities for children to thrive, by challenging more able children with cross-curricular links and learning experiences. We also recognise the importance to support our SEND children with our bespoke approach to enable them to achieve the best of their abilities.</p> <p>We recognise that oracy not only improves academic outcomes but is a life skill that ensures success beyond school. Oracy develops children's thinking and understanding, which in turn promotes self-confidence, reliance and empathy supporting children's well-being.</p> <p>We ensure that children's interests are carefully planned for within our setting and take the time to ensure we liaise with parents and prior day care settings to provide a clear picture of each child's interests and qualities before they start with us.</p> <p>We will provide a high quality, ambitious curriculum, which gives all children the opportunity to succeed and flourish, being fully ready for future learning in Key Stage 1 both academically and personally.</p>
Implement	<p>We have created a bespoke curriculum that follow the Early Years Statutory Framework and created our own Learning checkpoints to ensure the best standards of education, safeguarding and welfare for our children. All staff receive induction training before working with children in our setting and are informed of key legislation and procedures.</p> <p>We ensure that our curriculum and learning opportunities closely target each of the seven areas of learning: both prime and specific.</p> <p>Prime Areas Personal, Social and Emotional Development. Communication and Language Physical Development</p> <p>Specific Areas Literacy Mathematics Understanding the world Expressive Arts and Design</p> <p>We have modified the EYFS Statutory Framework to create our own tailored curriculum to challenge and support children. Each half term we introduce a new theme to provide inspiration for learning. We use a range of teaching strategies and styles across Nursery and Reception, ensuring that children are engaged, enthused and develop a love of learning. We use the observation-planning-assessment cycle to establish where our children are, what they need and how we can implement this. Children learn through a range of child initiated, adult guided and adult led activities, based on their individual needs. Each child is a unique child and we pride ourselves on forming positive relationships with our children and getting to know what makes them unique. As EYFS practitioners, we will model high levels of vocabulary and thinking skills to support our children's development.</p> <p>Each child is assigned a key person who knows their children wholly, and liaises effectively with all adults, including family members, regarding next steps. Reading is at the forefront of our curriculum and we have based our curriculum sequence and topics on a range of carefully planned high quality texts. The high-quality books are embedded into our provision through activities and story sessions for</p>



	<p>children to access. We aim to expose children to a wide range of books (poetry, fiction and non-fiction) to develop a love of reading and specifically develop their oracy.</p> <p>Our curriculum is carefully planned, based on interests and development needs, ensuring the Characteristics of Effective Learning (Playing and Exploring, Active Learning and Creating and Thinking Critically) are at the forefront. Teaching staff, alongside the EYFS leader, have planned thematic areas and learning outcomes, based on what we want the children to learn. Curriculum overarching topic themes are planned so that each class from Nursery 1, 2 and Reception focus on the same theme each half term. The planned learning activities within each class build upon prior learning and children revisit topics within the next EYFS class in order to embed and build on prior learning and knowledge. Our curriculum is ambitious and progressive. Practitioners have a clear vision about where children need to be at the end of Nursery 1, Pre-School and Reception. We strive to ensure our children become confident, independent, enthusiastic and curious. Learning observations are carefully recorded in our online learning journals. They are unique for each child and celebrate the children's interests, learning styles, relationships and passions. Parents are fully engaged with their child's learning journey and are actively encouraged to comment and share any learning experiences from outside of the setting.</p>
Impact	<p>When children join Streethay we spend time communicate with the children, their families and pervious settings to gather important information and understanding of the whole child and where they are currently working at. During the first couple of weeks in EYFS all children are assessed through observations to develop a baseline for the children. This identifies each individual starting points in all areas so that we can plan experiences to ensure progress.</p> <p>In Reception children also must complete 'The RBA' (Statutory Reception Baseline Assessment.) In the first 6 weeks they join reception. This assessment focuses on 'Language, Communication and Literacy,' and 'Mathematics.' The purpose of this is to show the progress children make from reception until the end of KS2.</p> <p>To support Oracy and vocabulary we work closely with our internal Speech and Language specialist who deliver 1.1 speech and language sessions to children.</p> <p>All children are formative assessed daily through observations in the provision, teacher judgements during adult inputs and then targeted in the provision to create instance impact, ensuring misconceptions, or corrected.</p> <p>Summative assessments are completed three times per year to track children's progress. In the Summer Term 2 for Reception the EYFSP is completed by the class teacher, who judges whether children have met each Early Learning Goal. They will be assessed as 'emerging' or expected.'</p> <p>We aim to provide a successful transition into Key Stage 1, and practitioners take the time to liaise with Year One staff, sharing important information and development points.</p> <p>Across the EYFS at Streethay, we strive to ensure all learners, including disadvantaged and SEN learners, achieve the best possible outcomes.</p>