

## Curriculum Statement for EYFS at Leedon Lower School

### INTENT

At Leedon Lower School it is our intent to ensure that the children in our pre-school and reception unit enjoy coming to school and that they become independent and excited learners. That they feel safe and secure, become absorbed and engaged and that they develop their widening capabilities in readiness for their next steps on their educational journey.

### AIMS

- Work in partnership with our parents and carers to promote independent, confident and enthusiastic learners who thrive in school and make at least good progress from their various starting points. Foster the development of each child's character, Personal development, health and wellbeing preparing them to make a valuable contribution to society.
- Plan for our children's interests and provide opportunities throughout our EYFS curriculum to support learning in both the indoor and outdoor environments, consolidate and deepen knowledge and ensure children meet their next steps. Provide our children with a wide range of rich, first hand experiences to take the curriculum beyond the classroom, and which supports learning in all areas of the curriculum.

### IMPLEMENTATION

We follow the Early Years Statutory Framework for the Early Years Foundation Stage, published in March 2014 (updated September 2021) by the DfES. This Framework specifies the requirement for learning and development in the Early Years and provides prime and specific areas of learning we must cover in our curriculum. These areas are:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Our EYFS Curriculum largely follows a 'teaching in the moment' approach and is designed to reflect the interests and needs of our children and to immerse our children in a language rich environment. It allows our children to develop interpersonal skills, build resilience through our 'Growth Mind set' approach and become critical and creative thinkers. Topics do not last a specific amount of time but are developed based on the children's learning at the time. Effective continuous provision practise and principles support our children to develop key life skills such as independence, innovation, creativity, enquiry, analysis and problem solving. As many of our activities as possible are play-based, however there is also a need for some direct teacher-led activities to ensure all children gain essential knowledge and skills. When appropriate, activities are expertly modelled, and priority is

given to providing sufficient sustained periods of play with support and resources to allow children to repeat and practise their development of taught skills.

Children also take part in a daily, synthetic Twinkl phonics session in line with the whole school's systematic synthetic phonics reaching programme. Children are encouraged to transfer the skills they learn in phonics sessions into their independent reading and writing in the continuous provision.

Maths is taught using concrete resources and building on prior learning and real life experiences. This starts with mastering numbers 0-5 and then progresses through to 0-10 and 0-20. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences.

Our staff are skilled and confident with assessing necessary starting points based on quality baselining interactions. Staff know their children well and quickly recognise those who will need early intervention due to entering our setting with low starting points. They monitor who is and is not on track regularly, put in timely catch-up sessions and tailor future planning to provide more opportunities for skill development and progress.

We also use the Development Matters document as a resource to support our knowledge of child development and as a supporting document for our curriculum. It supports our staff to create a broad and balanced curriculum which provides children with a range of first-hand experiences.

Our 10 aims for our children in our Reception unit are

- 1) Make a fire
- 2) Learn in the rain
- 3) Dance to Indian music
- 4) Germinate a seed into a plant
- 5) Make friends across the unit
- 6) Master the fireman's pole
- 7) Make and taste healthy dips
- 8) Roll across the wet grass
- 9) Become an engineer/actor
- 10) Know that they can accomplish anything with hard work

## IMPACT

The impact of our curriculum is shown in the classrooms where you will see children engaged in their learning and always excited to share that learning with you.

The impact is measured by assessment procedures which allow us to measure outcomes against all schools nationally. We measure the percentage of pupils achieving a "Good level of development" (GLD) by the end of the Reception year. The impact of our curriculum is also be measured by how effectively it helps our pupils develop into well rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens.

At the end of EYFS our children;

- have strong communication skills, both written and verbal,
  - listen respectfully with tolerance to the views of others,
- take pride in all that they do, always striving to do their best,
- demonstrate emotional resilience and the ability to persevere when they encounter challenge,
- develop a sense of self-awareness and become confident in their own abilities,
- are kind, respectful and honest, demonstrate inclusive attitudes and have a sense of their role in our wider society.