



EYFS Curriculum Statement



Intent

At Mary Dean's we believe that children's early learning experiences affect their future physical, emotional, social and cognitive development. We seek to build good relationships with children and their families in the early years so that we can maximise learning opportunities for every child in our setting. We endeavour to take the time to understand and follow children's interests and provide a rich curriculum that supports learning, consolidates and deepens knowledge and ensures that children achieve their next steps. We aim to prepare our children to achieve the Early Learning Goals at the end of the Foundation Stage and ensure that all children have made good or better progress from their individual starting points. Our aim is to prepare our children with the knowledge and skills needed for the next stage of their learning journey in KS1.

Implementation

We follow the **EYFS curriculum** and provide learning opportunities and experiences linked to both the Prime (Personal, Social and Emotional Development, Communication and Language and Physical Development) and Specific (Literacy, Mathematics, Understanding the World and Expressive Arts) areas of learning. We use topic themes and enrichment opportunities and plan a balance of child and teacher led activities for our children, both indoors and outside, so that they may become motivated and excited by their learning. We encourage independence and choice to play-based learning experiences so that we may gain insight into how our children explore and question their world. We use the **Characteristics of Effective Learning** to ensure that appropriate activities are planned and organised in a way that demonstrates an understanding of the way in which our children learn. We strive to create an environment that allows children to explore and play, be active in their learning and to think critically. To negotiate, problem solve, self-regulate and build their emotional intelligence. We offer learning experiences and next steps based on the individual needs of our children and their unique starting points through observation and assessment.

We place great importance on early **speech and language** development. Staff plan new vocabulary linked to our topic themes on 'Knowledge Organisers' and model the use of language during teaching sessions and during play. Staff have the expertise to support children in being able to communicate their thoughts and ideas and explore the meaning of new words. Staff engage in meaningful interactions with children through play and give children time and opportunity to explore their feelings to help them feel valued, a sense of belonging and develop positive behaviours.

We follow the DfES **Letters and Sounds** programme to ensure consistency across the school. This is soon to be replaced with the Little Wandle Letters and Sounds synthetic phonics scheme. In Nursery, children focus on Phase 1 which concentrates on developing children's speaking and listening skills. Some children will begin learning from Phase 2. In Reception, Phase 1 continues but children are introduced to Phase 2 and 3 where they will develop segmenting and blending skills to decode words. During the Summer term, children may move on to Phase 4 if they are ready.

Reading is at the heart of our curriculum and our aim is to encourage a love of reading right from the start. Children are encouraged to read at home and are listened to regularly in school. They are given books that match their phonic knowledge in order for them to apply their learning with the aim of becoming successful, confident and fluent readers. Children in Reception take part in the 'Reading Challenge', gaining certificates for frequently reading with an adult.

Mathematics in Reception follows the White Rose Maths Scheme of work which is divided into 3 weekly units which we tailor to the needs of our children. High quality learning environments and meaningful interactions with adults, support children in developing mathematical thinking and discussion. Pupils learn through games and tasks using

concrete manipulatives and pictorial structures and representations which are then rehearsed applied and recorded within their own child-led exploration. In Nursery, children develop a love of maths through games, songs, rhymes, and play using concrete manipulatives. There is a focus on counting using one to one correspondence, stable order and cardinal principle. Children's fine manipulative skills are a focus to develop 1-1 correspondence so children count each object only once.

Our **wider curriculum** is taught through the learning areas; 'Understanding of the World' and 'Expressive Arts and Design.' EYFS staff have a good understanding of how Early Learning Goals feed into the National Curriculum through our on-going thematic planning.

We use an online system to create learning journals to celebrate children's achievements, record observations, assess and track children's progress and to identify next steps. Regular parent's meetings in Reception, and written 'Progress Summaries' in Nursery, along with Phonics, Reading and Maths workshops, ensure that parents are kept up to date with their children's development and progress and are fully aware of how they can continue to support their children's learning outside of school. Our online learning journals offer the opportunity for parents/carers to share achievements outside of school and this provides us with a well-rounded picture of our children.

Impact

We strive to ensure that all our children make good or better progress from their varied starting points. Children will demonstrate high levels of engagement in activities, develop their speaking and listening skills and communicate to both adults and children. Children will develop a wider sense of the world around and inadvertently use the characteristics of learning and apply these skills to a range of situations making links and explaining their ideas and understanding. Children will be confident to take risks and draw on their experiences to improve or adjust what they are doing. From their own starting points, children will make progress academically and socially, developing a sense of themselves so that they are well prepared for Key Stage 1.

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 Foundation Stage and Key Stage 1 staff is crucial to achieve an effective transition for children and to plan accordingly for the next stage of their learning journey.